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ABSTRACT

The field review edition of the Information Exchanges Procedures Manual describes a set of meaningful measures, a structure for organizing the data, and standard procedures to collect, aggregate, and display the data for information exchange purposes. The IEP steering committee, task force, and NCHEMS staff recommended two types of information for exchange: (1) information to calculate costs by discipline, program, and unit of output, (2) information to explain differences in characteristics and costs at different institutions. The measures used in this manual are participant, resources, activity, financial, and outcomes. The structure or framework for this information is the Program Classification Structure. After an overview and a description of structure, measures, and procedures, the study focuses on measures and procedures for determining: (1) general and participant information; (2) resource information; (3) activity information; (4) financial information; (5) direct cost; and (6) outcome information. Appendixes and tables follow the conclusion. (Author/KE)

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INFORMATION EXCHANGE PROCEDURES

Field Review Edition

Technical Report No. 47

Nancy K. Renkiewicz

James R. Topping

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
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ABSTRACT

This field review edition of the Information Exchanges Procedures Manual describes a set of meaningful *measures*, a *structure* for organizing the data, and standard *procedures* to collect, aggregate, and display the data for information exchange purposes.

The IEP steering committee, task force, and NCHEMS staff recommend two types of information for exchange:

1. Information to calculate costs by discipline, program, and unit of output.
2. Information to explain differences in characteristics and costs at different institutions.

The measures used in this manual are (1) Participant, (2) Resource, (3) Activity, (4) Financial, and (5) Outcomes.

The structure or framework for displaying this information is the Program Classification Structure.

This document has been distributed to participants in NCHEMS to solicit specific comments concerning the feasibility and meaningfulness of its measures, definitions, and procedures. Comments should be sent to Suzette Goddard, National Center for Higher Education Management Systems at WICHE, P.O. Drawer P, Boulder, Colorado 80302.

Opinions expressed in this paper are those of the authors, the IEP steering committee and task force, and do not represent an official position of the Western Interstate Commission for Higher Education or the National Institute of Education.

FORWORD

Information Exchange Procedures Manual (Field Review Edition) has been reviewed and approved for release by the Information Exchange Procedures project steering committee, task force and the NCHEMS staff. This manual supersedes the Preliminary Reporting and Exchange Procedures Manual (Romney, Topping, and Manning, 1973) and is intended to be used to explore the meaningfulness and feasibility of the measures and procedures used, through field review and pilot testing. This additional review and pilot testing are necessary before implementation is recommended, even though a subset of the procedures in the IEP manual have been successfully pilot tested at a limited number of various types of institutions, most of which are primarily instructional in nature. While NCHEMS is confident that its products in this area will represent significant progress in the improvement of information exchange procedures, it is concerned that care should be taken that such procedures not be prematurely or indiscriminately applied across the full spectrum of postsecondary education.

Estimating what information is both meaningful and feasible for the majority of institutions in higher education was a difficult task for the NCHEMS advisory groups and staff. The decision was made to include a detailed set of information to allow for thorough exploration of the question of what information is important for exchange purposes.

This manual reflects the desires of the staff and advisory structure to propose fairly complex procedures and definitions while still considering the question of feasibility and utility. It was decided, however, that the best information about feasibility could be obtained through soliciting comments from the pilot test institutions and through field review rather than relying on the staff or the advisory structure to exclude prematurely specific information items or procedures solely because of feasibility considerations.

The advisory groups and staff are aware that the information and procedures specified in this manual may be too complex for some institutions and not sophisticated enough for others because of the variety of institutions in higher education. A careful study of the results of the pilot test and field review of this manual will result in a modified, updated set of procedures and could possibly result in multiple sets of procedures of varying degrees of complexity. These modified procedures are scheduled for publication in early 1975.

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CHAPTER I

INFORMATION EXCHANGE PROCEDURES MANUAL

OVERVIEW OF THE MANUAL

General

This Information Exchange Procedures Manual is the second in a series of documents being developed by the NCHEMS staff, the Information Exchange Procedures (IEP) task force, and the IEP steering committee. The purpose of the IEP project is to develop a set of meaningful data (measures), a framework (structure) for organizing the data, and standard methods (procedures) to collect, aggregate, and display the data for information exchange purposes.

The first document in the series, Information Exchange Procedures: Overview and General Approach (Romney, 1972), deals primarily with the implications of data exchange, general guidelines, and the overall approach of the project.

This manual deals with procedures for implementing information exchange.

A third document, Information Exchange Procedures Manual (Field Review Edition): A Synopsis (Romney, 1973) summarizes this manual. It is an administrative overview of this technical document.

Since the initial purpose of the IEP project was to establish a methodology for exchanging information on costs, a substantial portion of this manual addresses the problem of calculating direct costs and unit direct costs. However, the IEP steering committee, task force, and staff have expanded the project scope to include other related information. Such information as types and amounts of nonfinancial resources available to and used by the institution, the kinds of activities in which the institution engages, the characteristics of the student body and the faculty, and the quality of educational outcomes is essential to exchange and valid interpretation of cost data. Such a well-integrated set of data representing different facets of the institution should aid in inter- and intra-institutional planning and management.

Underlying Principles

The IEP staff, task force, and steering committee were guided by a number of principles in designing this manual. When developing standard procedures for gathering cost and related information the following must be considered:

1. Comparisons must be pursued to the point of understanding why differences occur. Considerable caution must be used in making comparisons among institutions or activities within institutions. Such analyses should consider the variety of institutional activities to distinguish actual differences.

2. Exchange and reporting procedures should not foster standards that reduce or limit flexibility, nor should displayed data be interpreted as operational standards. Enforcement of accountability requirements should not give rise to standardized performance values for higher education. A strength of higher education in the United States is its diversity of programs, types of funding, and degree of accessibility. Loss of such diversity could result in a more homogeneous and uniform higher education system, one that would restrict innovation, free inquiry, or response to society's changing needs.

3. Cost information should relate to outcome information. Lack of a comprehensive set of outcome indicators imposes serious limitations on the possibility of clarifying and understanding differences in cost information. The benefit (or outcome) side of the cost/benefit equation should not be forgotten simply because current outcome measures are limited in scope. As more outcome measures are developed, they should be incorporated into comparative studies.

4. Exchanging and reporting comparable information should not encourage encroachment by higher education's various constituencies (federal government, state agencies, and institutions) on areas of responsibility not properly managed by them. Rather, exchanging and reporting information should enhance relationships between institutions and their funders. The availability of information should provide a basis for reasoned discussion and evaluation of institutional

responsibilities and other agency responsibilities in a shared planning and management effort.

5. Procedures for exchanging and reporting information should accentuate the fact that responsibilities accrue to all parties concerned. Just as institutions must be held accountable, those who hold them accountable must define the extent of accountability.

The IEP advisory groups and staff believe that development of a system for exchanging and reporting information should be based on the following:

1. Information should assist users to better understand operating processes of programs and activities within the institution.

2. The definitions, conventions, and procedures for collecting, disaggregating, and displaying data must be uniform.

3. The structures, measures, and procedures specified should not contribute to any cost differences identified in a discipline or student program. That is, cost differences identified in a comparative study should originate from different styles of institutional and program operation and not from the method of data collection.

4. Analyses, not merely comparisons, of information are necessary to evaluate programs and their differences.

5. Procedures should be feasible for most institutions and should allow unusual situations to be highlighted and footnoted when information is displayed.

6. Procedures should minimize the cost of gathering and analyzing information while meeting the other criteria established above.

7. Procedures should encourage improved data systems and managerial use of data at the institutional level.

Limitations

1. These procedures deal only with assigning direct costs to appropriate parts of a standard structure that describes the entire range of institutional activities. Full costing procedures, where support costs are allocated back to primary programs, are not treated in this manual but are currently being developed in the Cost Finding Principles project and will be reviewed and included in a later edition of this manual.

2. These procedures deal only with institutionally generated information. There is a recognized lack of procedures that deal with noninstitutional data relating to participants, outcomes, or the higher education environment which are not inherently part of the institutional data base.

3. These procedures do not deal with all kinds of costs. The procedures in this manual yield average costs on an historical basis without treating incremental or marginal costs.

4. The level of aggregation used in formulating procedures for this manual is the level the steering committee and task force believe is most appropriate for a majority of purposes in support of planning and management at the institutional level. These advisory groups realize that higher or lower levels of aggregation may be appropriate for specific situations, and have suggested additional forms for reporting reflect a higher level of aggregation than that in this document.

5. The section dealing with instructional outcomes is limited in scope and the outcome measures have not been tested for feasibility or usefulness. The outcomes measures will be pilot tested before final recommendations are made about which should be included for information exchange purposes.

6. These structures, measures, and procedures have been formulated by the NCHEMS staff and modified by critiques from the NCHEMS advisory structure. The final Information Exchange Procedures manual will incorporate further modifications after studying the results of field review and pilot testing.

Uses of the Information

Undoubtedly, information from these exchange procedures will be used differently by institutions, governing boards, and state and federal agencies. The reader should recognize that the range of uses will vary from institution to institution, state to state, and from board to board, depending upon existing authorities, responsibilities, relationships, and programs.

Whatever the environment, the information may be used to help to conduct assigned formal responsibilities, to achieve goals (such as broad, publicly stated goals of equal access to higher education or provision of trained manpower in shortage categories), to resolve controversies or conflicts of interest, to achieve optimum utilization of limited resources, or to restrict appropriations in order to avoid tax increases.

Although comparable information and analysis have many potential uses, most can be grouped into three general management functions existing at all levels of higher education:

- Resource Acquisition. Wherever one or more units must justify resource requirements and compete with similar units for limited resources, comparable data should be used.

- Resource Allocation. Analysis of comparable data is a time-tested method for evaluating alternative programs, operating styles, and resource requirements and thus for establishing allocation strategies. Moreover, comparative analysis also is an effective means for enhancing efficient and effective use of resources.

- Planning and Management. The process of collecting, aggregating, and analyzing institutional data for exchange and reporting purposes will almost necessarily promote a better understanding of institutional character and requirements. Perhaps more important is the fact that comparable information and comparative analysis are indispensable aids in planning, evaluating, and managing programs at any level in order to achieve the desired results.

Comparable data can be used in several ways in conjunction with each of these kinds of management functions. Most significant is the effect of investigating an institution's operations at the level of detail recommended by the information exchange procedures. Following the procedures literally may require managers to examine activities and programs in greater detail and comprehensiveness than customary. From this examination may arise a sense or even an intuitive understanding for what is happening that otherwise might not be possible.

Other more concrete but no less important uses of comparable data are:

- To compare an activity, a program, or an institution with itself over a period of time.

- To compare similar or essentially dissimilar activities or programs within an institution. The comparison may be for a given academic term, fiscal year, or over a number of terms to highlight relative changes.

- To compare similar activities or programs from two or more institutions. Again the comparisons may be performed for a specific time period or a longer time frame.

- To compare data about programs, activities, or institutions with existing goals and standards. For this use goals and objectives must be defined identically to those used for the comparable data.

- Using comparable data in a general way to promote the activities or programs being described, to dispel myths, or even to counter conventional wisdom when appropriate. Comparable data, accurately gathered and displayed in good faith, can do much to improve public opinion of higher education. Rhetoric alone has tended to aggravate rather than ameliorate opinion trends.

These kinds of comparisons can be demonstrated through a simple analogy. Most automobile drivers now have cause to be aware of the gas mileage their cars give them. But to be meaningful, that figure needs to be interpreted. The owner can compare the current mileage calculation with the car's performance over time (that is, with similar activities or programs over time). Another appropriate comparison would be with the performance of his second automobile (that is, with another program in the same institution). In addition, the owner may wish to compare with the performance of a neighbor's automobiles, one of which happens to be the same as his (that is, with similar and dissimilar programs in other institutions), or with the performance rating as specified in the owner's manual, in an automobile testing magazine, or by government agency (that is, with specified goals and objectives).

Such comparisons can provide the car driver with much insight regarding relative performance. The key questions, however, ask why the differences exist. For explanations the owner could examine, for example, the quality of maintenance and repair work, the mechanical status of the car, size of the engine, driving habits, age of the car, the variety of drivers, weather, road conditions, altitude, loading of the car, tire pressure, driving speed, optional equipment, and so forth. One may even discover that a neighbor has been clandestinely extracting small amounts of fuel from the gas tank of one's prized economy automobile!

An analysis of comparisons is as important as the comparative information itself, for users of comparable data about aspects of higher education as well as car owners. Mere comparisons are not enough. The major benefits of comparative analysis come from determining why differences exist. For comparative analyses to be reliable, full consideration must be given to the reasons for differences in data. This more careful approach to comparative analysis places greater obligations on individuals making the analysis. They no longer can assume that any differences are unacceptable; they must identify *why* these differences exist. Greater obligations are also incumbent upon decision makers, for they must decide if the differences are justified. Certainly, justifiable program differences should be maintained. The uses made of information about higher education will continue to be dependent upon the good judgment and the good faith of the users at all levels.

CHAPTER II

STRUCTURE, MEASURES, AND PROCEDURES

SECTION A -- INTRODUCTION

This chapter discusses the basic structure, measures, and procedures used in Information Exchange Procedures (IEP) to build an information base for exchange purposes. Section B describes the Program Classification Structure Activity Centers used in IEP, Section C discusses the measures used, and Section D gives a brief overview of the procedures to implement IEP. Four basic documents are used as the basis for the discussion of the structure, measures, and procedures as they relate to IEP:

(1) The Program Classification Structure (Gulko, 1972) which defines a standard structure for classifying activities of higher education.

(2) Cost Analysis Manual: Preliminary Draft (Topping, 1973) which sets forth procedures which define the methodology for identifying, distributing, and allocating cost information to programmatic activities at institutions of higher education.

(3) Program Measures (Topping and Miyataki, 1973) which categorizes and describes measures suitable for use in higher education planning and management.

(4) Faculty Activity Analysis Procedures Manual (Manning and Romney, 1973) which describes procedures used in administering a faculty activity analysis.

The reader should be thoroughly familiar with these documents before attempting to implement the information exchange procedures described in this document.

CHAPTER II

SECTION B -- STRUCTURE

Information exchange requires a structure that identifies and aggregates information into analogous categories. The Information Exchange Procedures project uses the NCHEMS Program Classification Structure (Gulko, 1972) to identify and classify the activities of higher education in a program-oriented manner. The titles, codes, and definitions used in this manual stem from the Program Classification Structure (PCS). Figure 1 illustrates the major categories incorporated in the PCS, although it does not show the full detail the PCS is capable of describing. For the purposes of the IEP project, the PCS has been slightly modified to indicate PCS Activity Centers that are meaningful for data exchange. The term "Activity Center" describes a specific level of aggregation within this standard structure. Table I summarizes the coding and level of aggregation to be used in the activity centers specified in this manual. The "x"'s in Table I indicate where disaggregation to the discipline and course level is recommended. It is important to note that the term "activity center" as used in this manual may refer to different levels of aggregation for different kinds of activities. For example, 1.1 xxxx.xx is an activity center, as are 2.1.xxxx and 3.2. The appropriate level of aggregation associated with each activity center is clearly specified throughout the manual.

FIGURE 1

NCHEMS PROGRAM CLASSIFICATION STRUCTURE

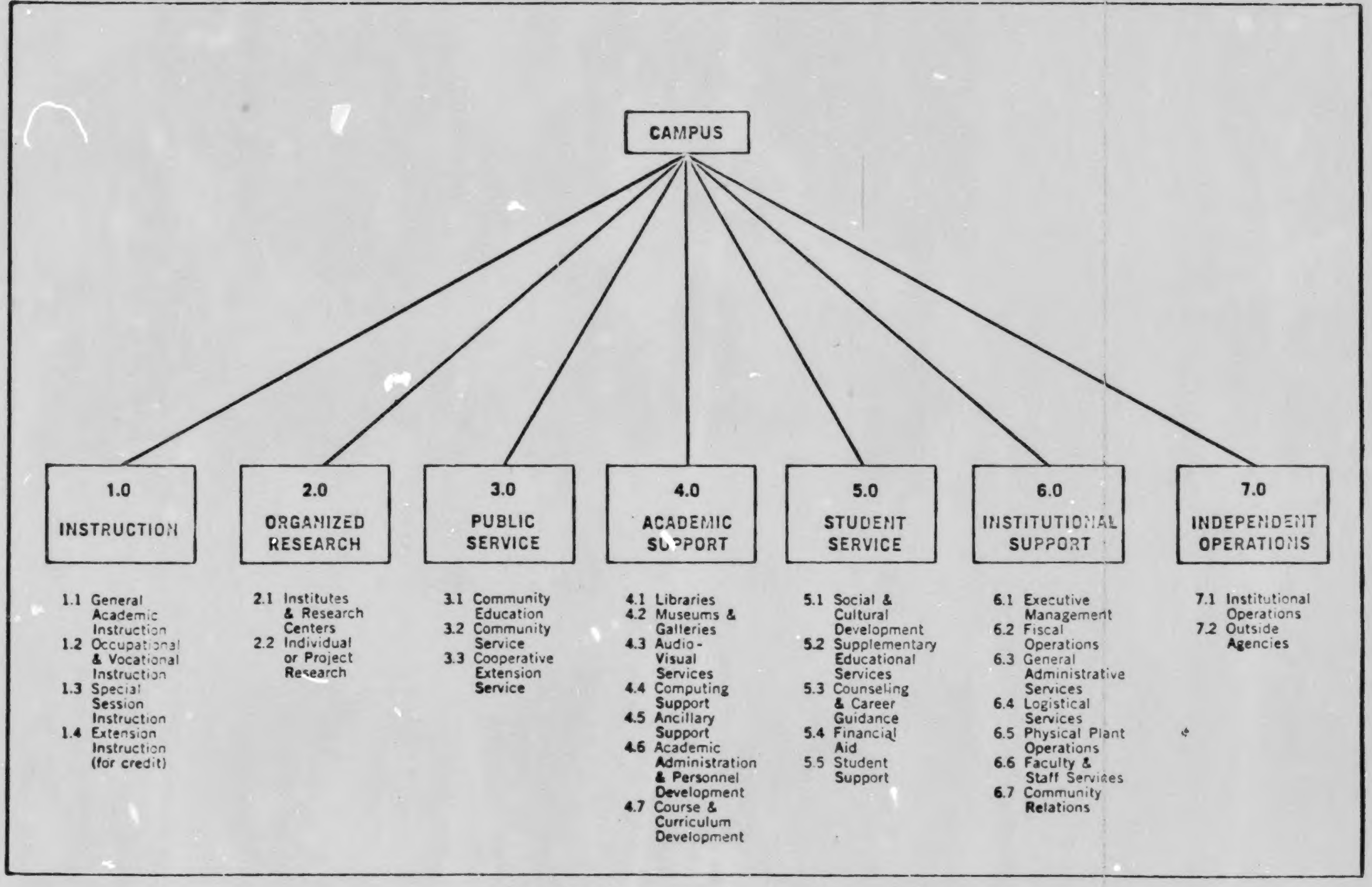

CAMPUS
1.0 INSTRUCTION
2.0 ORGANIZED RESEARCH
3.0 PUBLIC SERVICE
4.0 ACADEMIC SUPPORT
5.0 STUDENT SERVICE
6.0 INSTITUTIONAL SUPPORT
7.0 INDEPENDENT OPERATIONS
1.1 General Academic Instruction
1.2 Occupational & Vocational Instruction
1.3 Special Session Instruction
1.4 Extension Instruction (for credit)
2.1 Institutes & Research Centers
2.2 Individual or Project Research
3.1 Community Education
3.2 Community Service
3.3 Cooperative Extension Service
4.1 Libraries
4.2 Museums & Galleries
4.3 Audio-Visual Services
4.4 Computing Support
4.5 Ancillary Support
4.6 Academic Administration & Personnel Development
4.7 Course & Curriculum Development
5.1 Social & Cultural Development
5.2 Supplementary Educational Services
5.3 Counseling & Career Guidance
5.4 Financial Aid
5.5 Student Support
6.1 Executive Management
6.2 Fiscal Operations
6.3 General Administrative Services
6.4 Logistical Services
6.5 Physical Plant Operations
6.6 Faculty & Staff Services
6.7 Community Relations
7.1 Institutional Operations
7.2 Outside Agencies

TABLE 1

CODES AND TITLES OF ACTIVITY CENTERS

CODE	TITLE
1.1.xxxx.xx	General Academic Instruction (delineated to discipline and course level)
1.2.xxxx.xx	Occupational & Vocational Instruction (delineated to discipline and course level)
1.3.xxxx.xx	Special Session Instruction
1.4.xxxx.xx	Extension Instruction -- For Credit (delineated to discipline and course level)
2.1.xxxx	Institutes and Research Centers (delineated to discipline level)
2.2.xxxx	Individual or Project Reseach (delineated to discipline level)
3.1.xxxx	Community Education (delineated to discipline level)
3.2	Community Service
3.3	Cooperative Extension Service
*3.4	Patient Service
*3.5	Specialized Training Programs
4.1	Libraries
4.2	Museums and Galleries
4.3	Audio/Visual Services
4.4	Computing Support
4.5.xxxx	Ancillary Support (delineated to discipline level)
4.6.xxxx	Academic Administration & Personnel Development
4.7.xxxx	Course and Curriculum Development
5.1.7100	Student Development
5.1.7200	Intercollegiate Athletics
5.2.xxxx	Supplementary Educational Service for Students (delineated to discipline level)
5.3	Counseling and Career Guidance for Students
5.4	Student Financial Aid Administration
5.5	Student Support
6.1	Executive Management
6.2	Fiscal Operations
6.3	General Administrative Services
6.4	Logistical Services
6.5	Physical Plant Operations and Maintenance
6.6	Faculty and Staff Services
6.7	Community Relations
*6.9.8500	Calculated Use Charge for Buildings
*6.9.8600	Rental Charge for Buildings
*6.9.8700	Calculated Use Charge for Equipment
*6.9.8800	Rental Charge for Equipment
7.0	Independent Operations
*8.1	Scholarships
*8.2	Fellowships
*9.0	Hospitals

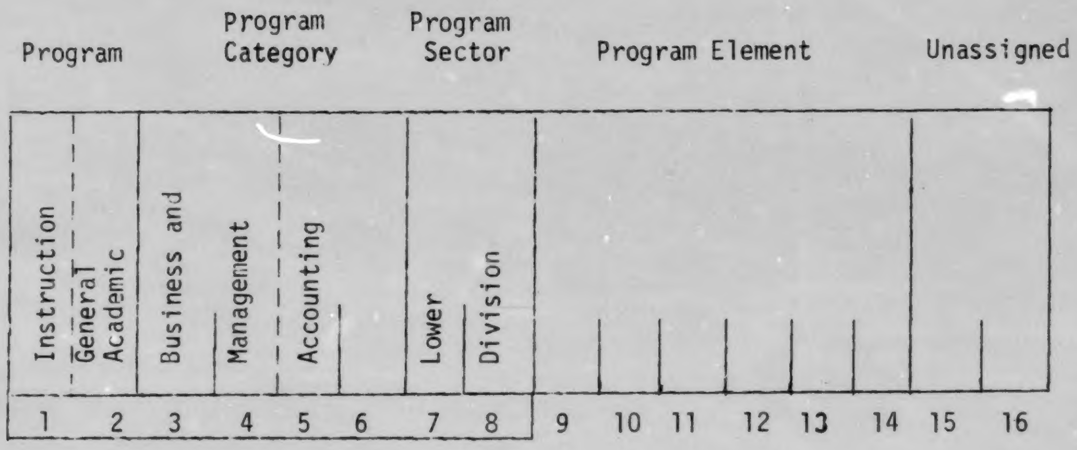
*Additions to PCS for purposes of Information Exchange Procedures and Cost Finding Principles

The definitions, descriptions, limitations, and usage of each of the PCS activity centers in Table 1 are found in Appendix B. The reader must be thoroughly acquainted with these definitions before proceeding with the categorization of costs and other related measures. The list in Table 1 is substantially aggregated from the level of detail available in the PCS.

The activity center coding used in this manual is based on the PCS coding scheme. The PCS uses a sixteen digit code; only eight digits are used in this manual. Figure 2 illustrates the elements of this code.

FIGURE 2

SIXTEEN DIGIT PCS CODE


Program
Program Category
Program Sector
Program Element
Unassigned
Instruction
General Academic
Business and
Management
Accounting
Lower
Division
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

Codes used in the IEP manual for the activity centers of the Program Classification Structure

A brief explanation of the codes for "Program," "Program Category," and "Program Sector" follow. For complete explanation refer to The Program Classification Structure (Gulko, 1972).

The program code includes two digits. The first digit refers to the aggregation which structures activities into major objectives.

Example: ①.0 Instruction
②.0 Research

The second digit in the code identifies major subsets of activities or subobjectives of the program. This number indicates the subprogram designation.

Example: 1.① General Academic Instruction
1.② Occupational-Vocational Instruction

A program category is a classification of similar or related activities by discipline area or major function. In the activity center groups of instruction, research, and public service, the coding in the program category corresponds to the standard taxonomy of instructional programs used in the Higher Education General Information Survey (HEGIS). A reprint, referred to as the "HEGIS Taxonomy," appears in Appendix C. Four digits specify the program category, the third and fourth of which define the program subcategory.

Example:	1.1.0502	General Academic Instruction-Accounting
	1.2.5002	Occupational-Vocational Instruction Accounting Technologies

In programs 4.0 through 7.0 program category coding is specified by the Program Classification Structure.

A program sector identifies the level of course for instruction activities. It is a two digit numeric code. The first digit indicates the division (lower, upper, and so forth); the second digit remains unassigned.

Example:	1.1.0502.20	General Academic Instruction Accounting Lower Division
	1.1.0502.30	General Academic Instruction Accounting Upper Division

The coding for the remaining eight digits is institutionally defined; these eight digits are not used in IEP.

SECTION C -- MEASURES

Measures describe participants, resources, activities, finances, and outcomes. The term "measure" implies that a unit of measurement can be identified and that these units can be defined, aggregated, and displayed in a standard manner. The IEP steering committee, task force, and NCHEMS staff have selected certain measures they feel are meaningful and useful in an information exchange mode.

This section summarizes the measures used in the manual. The suitability and usefulness of these particular measures will be further tested in the IEP pilot test and items may be added and deleted depending on the results of this study.

Participant Measures

Participant measures identify and quantitatively describe the group of people toward whom the activities of a program are aimed and/or the group of people who benefit directly or indirectly from either the activities or outcomes of a program.

Participant Measures are:

1. The number of full-time and part-time students enrolled in a degree/diploma/certificate program, by student level and by term.

2. The number of full-time and part-time students not enrolled in a degree/diploma/certificate program, by term.

3. The number of students enrolled in each special session.

4. The number of degree/diploma/certificate students by student level and enrollment status.

5. The number of students by geographic origin at first attendance.

6. The number of students in specified age groups, by degree/nondegree status.

7. The number of students in specified civil rights categories, by degree/nondegree status.

8. The number of male and female students by degree/nondegree status.

9. Headcount enrolled students applying for and receiving financial aid, by family income category.

10. Dollar amount of financial aid received by students.

11. The number of new undergraduate and transfer students in each Scholastic Aptitude Test (SAT) or American College Testing (ACT) quantitative score interval category.

12. The number of new undergraduate and transfer students in each SAT or ACT verbal score interval category.

13. The amount of tuition and fees charged to a full-time student for an academic year by level of student and residency status.

Resource Measures

Resource measures quantitatively express the physical and human resources used within a program during a stated time period. Two kinds of measures are used for collecting resource information: (1) Personnel and (2) Facilities.

1. Personnel Resource Measures are:

    a. Instruction/research/public service personnel service months by activity centers.

    b. Administrative/support personnel service months by activity centers.

c. Other staff service months by activity centers.

d. Number of instruction/research/public service personnel by rank, discipline, and tenure status.

e. Highest degree earned by instruction/research/public service personnel.

f. Average compensation paid to instruction/research/public service personnel.

g. Number of instruction/research/public service personnel by sex within rank.

h. Number of instruction/research/public service personnel by civil rights category within ranks.

2. The Facilities Resource Measures used are:

   a. Assignable area by room use categories and program designations.

   b. The number of student spaces in institutional housing.

   c. The number of students living in institutional housing.

Activity Measures

Activity measures describe quantitatively the level and kind of operations of a program during a stated time period.

Activity Measures are:

a. Semester credits attempted, by instructional activity centers.

b. Continuing Education Units (CEU) in community education activity centers (3.1.xxxx).

c. Continuing Education Units (CEU) in the supplementary education activity centers (5.2.xxxx).

d. Credit course enrollments of nondegree/diploma/certificate students.

e. Headcount degree/diploma/certificate student enrollment, by student program and type of degree sought.

Financial Measures

Financial measures express in dollar amounts the source of funds and expenditures for physical and human resources used at a specific level of activity during a stated time period.

Two subcategories are used for collecting information on finances: (1) Revenues and (2) Expenditures.

1. Revenue Measures are:

   a. Revenues by source of funds and unrestricted/restricted designations.

2. Expenditures Measures are:

   a. Expenditures by program designation.

   b. Instruction/research/public service compensation by designated activity centers.

   c. Administrative/support compensation by activity centers.

   d. Other staff compensation by activity centers.

   e. Supplies and services expenditures by activity centers.

   f. Current expenditures for capital assets by activity centers.

   g. Total direct costs (compensation dollars plus supplies and services dollars by activity centers).

h. Unit direct cost by discipline in the instructional program.

i. Unit direct cost by program in the instructional program.

Outcome Measures

Outcome measures quantitatively express the outcomes or products of program activities during a stated time period.

The Outcome Measures are:

a. The number of degree/diploma/certificate program completers, by student program and degree type.

b. The total number of undergraduate students in degree/diploma/certificate programs who left the institution prior to completion of their program, by student-level termination status.

c. For degree/diploma/certificate program completers, the median number of terms completed at the institution from initial entry to date of completion, by student program, degree type, and admission status at initial institutional entry.

d. For degree/diploma/certificate program completers, the median number of months elapsed from initial institutional entry to date of degree/diploma/certificate program completion, by student program, degree type, and admission status at initial institutional entry.

e. The number of degree/diploma/certificate program completers who currently hold or have secured full-time jobs as a percentage of all degree/diploma/certificate program completers, by student program and degree type.

f. The number of degree/diploma/certificate program completers who currently hold or have secured a job, by salary level.

g. The number of degree/diploma/certificate program completers seeking full-time employment as a percentage of all degree/diploma/certificate program completers, by student program and degree type.

h. The number of degree/diploma/certificate program completers seeking admission to another educational program which will result in a degree, diploma, or certificate as a percentage of all current degree/diploma/certificate program completers, by student program and degree type.

i. The number of degree/diploma/certificate program completers admitted to another educational program which results in a degree, diploma, or certificate as a percentage of all degree/diploma/certificate program completers seeking admission to another educational program, by student program and degree type.

j. The responses of degree/diploma/certificate program completers to questionnaire items measuring degree of satisfaction with their educational experience, by student program and degree type.

CHAPTER II

SECTION D -- IMPLEMENTATION PROCEDURES

This section summarizes the implementation steps used in this manual, indicating the chapter where each step is discussed in detail.

General Information and Participant Measures Procedures -- Chapter III

1. Complete general information items. Complete descriptive information items that identify and describe the campus exchanging information.

2. Complete participant measures. Provide information describing the students at the campus exchanging information.

Resource Measures Procedures -- Chapter IV

3. Complete resource measures describing the instruction/research/ public service (I/R/PS) personnel group. Complete the measures describing faculty.

4. Determine and display data on facilities measures. Categorize facilities data by room use and program designation.

Activity Measures Procedures -- Chapter V

5. Determine semester credits attempted for each instructional activity center.

6. Determine information necessary to complete other activity measures. Complete information about student programs at the campus.

Financial Measures Procedures -- Chapter VI

7. Determine information necessary to complete revenue measures. Complete a classification of revenues by source of funds.

8. Crossover current operating expenditures to the PCS activity centers. Using the institutional chart of accounts, crossover the current operating expenditures to the appropriate activity centers of the Program Classification Structure.

9. Display total expenditure information by subprogram within the Program Classification Structure.

10. Disaggregate total current funds expenditures by object of expenditures. Disaggregate total expenditures into the following object of expenditure categories: Instruction/research/public service compensation, administrative/support compensation, other staff compensation, supplies and services, capital expenditures, student aid.

11. Reconcile total direct costs to current operating expenditures. Reconcile the sum obtained in Step 10 to the total institutional current operating expenditures determined in Step 9.

12. Determine a calculated use charge for capital assets. This step determines the annual cost of capital assets.

Measures and Procedures for Determining Direct Cost -- Chapter VII

13. Assign compensation dollars and service months of instruction/research/public service personnel to the appropriate activity centers. Redistribute to the appropriate activity centers the instruction/research/public service (I/R/PS) compensation dollars and service months, crossed over from the accounting system, by using historical analyses of I/R/PS activities completed by department chairmen.

14. Assign compensation dollars and service months of administrative/support personnel to the appropriate activity centers. Redistribute to the appropriate activity centers administrative/support compensation dollars and service months, crossed over from the accounting system, by using historical activity analyses completed by employee supervisors.

15. Assign other staff compensation and service months to the appropriate activity centers. For other staff compensation accept the dollars

and service months as crossed over from the accounting system and personnel records. In the instructional program, other staff and service months are to be prorated to course levels on the basis of the percentage of the total I/R/PS compensation and service months associated with each course level.

16. Assign supplies and services expenditures to the appropriate activity centers. For supplies and services expenditures accept the dollars as crossed over from the accounting system in step 8. Prorate expenditures to course level on the basis of the total I/R/PS compensation associated with each course level within an instructional program.

17. Display the total direct costs by object of expenditure for each activity center. Sum the components of steps 13, 14, 15 and 16 to obtain total direct costs.

18. Calculate unit direct costs by discipline for the instructional activity centers. Divide the direct costs in each appropriate activity center (from step 17) by the semester credits attempted in each activity center (from step 5).

19. Develop an instructional work load matrix. Calculate the semester credit load in each discipline and course level generated by student majors in each student program and student level.

20. Convert the unit direct costs by discipline to total direct cost by student program and student level. Using the Instructional Work Load Matrix (IWLM) developed in step 19, multiply the semester credit loads in the IWLM by the unit direct costs by discipline calculated in step 18.

21. Determine unit direct cost by program. For each student program and student level sum the direct costs generated in each discipline (step 20) and divide by the total semester credits in each student program and student level (step 19), thus determining the unit direct cost by program for each student program and student level.

Outcome Measures Procedures -- Chapter VIII

22. Administer the outcomes questionnaire to all degree recipients or to a selected sample of degree recipients at the campus. At the end of the spring term administer a student questionnaire to students who will receive a degree/diploma/certificate that term.

23. Tabulate and display the results of the questionnaire.

24. Determine information necessary to complete additional outcome measures These measures are program completions, average time for completion, and termination information.

25. Exchange and analyze data collected in previous steps.

CHAPTER III

MEASURES AND PROCEDURES FOR DETERMINING GENERAL AND PARTICIPANT INFORMATION

SECTION A -- GENERAL INFORMATION PROCEDURES

The general information formats identify the institution through a set of general information items. It is important that the definitions included in Appendix A: Glossary be referred to before completing the display formats. Each numbered item in Display Formats 1 and 2 is defined in the Glossary. Sample display formats are at the beginning of each new section of procedures in Chapters IV through VIII to aid the user in completing the display formats for the institution. These example formats show sample data in italics. The sample data are consistent for a model institution so the reader can crosscheck various formats. Footnotes highlight information that is not typical. Each campus should use the footnote technique for any information that needs further explanation.

Blank display formats for recording information are included in Appendix H. After consulting the definitions in Appendix A: Glossary, complete General Information Display Formats 1 and 2.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 1

GENERAL INFORMATION

Read instructions carefully before completing. Numbered items are defined in Appendix A.

1. INSTITUTION NAME: College of the West

2. UNIT (CAMPUS) DESCRIBED: Red Rocks Campus
Name
Street or P.O. Box 1001 Williams Fork Trail
City Burney State Calif. Zip Code 00956

3. FICE CODE OF UNIT DESCRIBED: 057821

4. INDIVIDUAL TO CONTACT:
Name Barbara Raines Title Asst. to the President
Office Number Suite 367, Administration Building
Street or P.O. Box 1001 Williams Fork Trail
City Burney State Calif. Zip Code 00956
Phone 414-532-5237

5. TYPE OF UNIT DESCRIBED: (check highest degree offered)

☐ Associate Degree or Certificate Granting

☐ Bachelor's Degree Granting

☐ First Professional Degree Granting

☒ Master's Degree Granting

☐ Doctorate Degree Granting

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 2

GENERAL INFORMATION

Read instructions carefully before completing. Numbered items are defined in Appendix A.

6. INSTITUTIONAL STRUCTURE (check one)

____ Single Campus Institution
X Main Campus Plus Branch(es) and/or Extension(s)
____ Multicampus System
____ Other (Please Describe) ____________

7. LEGAL IDENTITY X Public ____ Private ____ Other (Specify) ____________

8. PREDOMINANT CALENDAR SYSTEM (check appropriate category)

X Semester
____ Tri-Semester
____ Quarter
____ 4-1-4
____ Other (Specify) ____________

9. FISCAL YEAR *July 1, 1973* to *June 30, 1974*

10. NUMBER OF MONTHS IN ACADEMIC YEAR *9*

11. ARE THE FACULTY AT THE UNIT DESCRIBED COVERED BY A COLLECTIVE-BARGAINING AGREEMENT? ____ Yes X No

12. PLEASE ATTACH A BRIEF STATEMENT OF THE GOALS AND MISSIONS OF THE UNIT DESCRIBED.

GOALS AND MISSIONS

(NOTE: The following categories are suggested for organizing statements relating to the goals and missions of the institution. Each major category gives examples of items that might be included in statements of this type. These are examples that the institution may use in formulating its own goals and missions.)

1. Priority Programs

Programs of primary importance to this institution are humanities--especially music, art, and drama.

Expends 75% of instructional funds for teacher education and related programs.

Increase enrollment and funding in the field of engineering by 15% by 1975.

Increase enrollment and funding in business administration by 10% by 1975.

Increase research physical faculty in the sciences by 10% by 1975.

Increase funding for public service programs by 15% by 1975.

2. *Enrollment Policies*

Increase total undergraduate enrollment by 10% by 1975.

Decrease enrollment in Graduate II programs by 15% by 1975.

Increase minority enrollment by 5% by 1975.

Increase instate enrollment by 7%.

3. *Financial Aid*

Provide financial aid for at least 30% of the undergraduate students by 1976.

Increase the amount of financial aid per student by 10% by 1975.

4. Source of Funds

Increase alumni contributions by 10% by 1975.

Increase federal funds for research projects by 5% by 1975.

Maintain a constant tuition level for the next two years.

5. Student Characteristics

Increase residential students by 10% by 1975.

Admit 5% more high risk students by 1975.

Establish a special recruiting program to attract 10% more students over 30 years of age by 1975.

Increase the percentage of students who are enrolled who have SAT scores of 500 or above by 10% by 1975.

6. Faculty-Staff

Increase the number of minority faculty members by 10% by 1975 (women and ethnic minorities).

Increase faculty salaries to the 75th percentile level as expressed in the AAUP report.

Increase upward mobility of staff members within the institution by 15% by 1975.

Decrease graduate faculty by 10% by 1975.

7. Student Outcome

Ensure that 80% of those students seeking jobs after graduation procure them.

Ensure that 80% of those students seeking admission to graduate school are admitted.

Decrease undergraduate student attrition rate by 5% by 1975.

CHAPTER III

SECTION B -- PARTICIPANT MEASURES

General

Participant measures provide general information about the students enrolled at the institution. These measures are for comparative purposes to acquaint the user with various enrollment mixes and student characteristics at the institutional level. They allow institutions to better determine if the general student population at Institution A is similar to that at Institution B. Because this information is collected for the entire institution, it is not possible to make observations about student populations of specific programs at the institution.

The following sample display formats show the participant information to be determined in this section.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 3

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

1. Regular Session Students Enrolled in a Degree/Diploma/Certificate Program (By Term)

Student Level \ Term		(A) Dates 9/73 to 12/73	(B) Dates 2/74 to 6/74	(C) Dates ____ to ____	(D) Dates ____ to ____	(E) Dates ____ to ____
LOWER DIVISION	Full-Time	402	398			
Minimum 12	Part-Time	129	123			
UPPER DIVISION	Full-Time	301	295			
Minimum 12	Part-Time	174	178			
FIRST PROFESSIONAL	Full-Time	--	---			
Minimum ______	Part-Time	---	---			
GRADUATE I	Full-Time	143	141			
Minimum 9	Part-Time	172	176			
GRADUATE II	Full-Time	---	---			
Minimum ______	Part-Time	---	---			
TOTALS	Full-Time	846	834			
	Part-Time	475	477			

NOTE: The totals of Column A should equal the total of degree students in Display Format 6, Items 6, 7, and 8.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 4

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

2. Regular Session Students Not Enrolled in a Degree/Diploma/Certificate Program (By Term)

Student Level \ Term		(A) Dates 9/73 to 12/73	(B) Dates 2/74 to 6/74	(C) Dates ____ to ____	(D) Dates ____ to ____	(E) Dates ____ to ____
UNDERGRADUATE	Full-Time	2	3			
	Part-Time	8	9			
GRADUATE	Full-Time	1	2			
	Part-Time	12	8			
TOTALS	Full-Time	3	5			
	Part-Time	20	17			

Note: The totals in Column A should equal the nondegree totals in Display Format 6, Items 6, 7, and 8.

3. Special Session Enrollments

Special Sessions	Number of Students Enrolled
Dates ____ to ____	*No Special Sessions at College of the West.*
Dates ____ to ____	
Dates ____ to ____	

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 5

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

4. Number of Degree/Diploma/Certificate Students by Student Level and Enrollment Status (Fall Term)

Enrollment Status / Student Level	New Students	Undergraduate Transfer Students	Continuing Students	Readmitted Students
Lower Division	243	43	152	93
Upper Division	2	41	390	42
Graduate	117	--	150	48

Note: The total number of entries in Item 4 should equal the total of Column A in Display Format 3, Item 1.

5. Geographic Origin at First Attendance (Fall Term)

Category	Total Number of Students
In-District	---
In-State	457
Out-of-State	189

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 6

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

6. Headcount Students by Age Category (Fall Term)

Age Category	Total Number of Students		
	Degree		Nondegree
	Under-grad	Grad	
17 years and under	93	0	0
18-20 years	626	14	2
21-29 years	279	300	15
30-49 years	7	1	4
50 years and over	1	0	2
Totals	1006	315	23

7. Headcount Students by Civil Rights Category (Fall Term)

Civil Rights Category	Total Number of Students		
	Degree		Nondegree
	Under-grad	Grad	
Asian American/Oriental	82	26	2
Native American/ American Indian	10	1	0
Negro/Black	57	11	0
Spanish-Surnamed	38	8	1
All Others	819	269	20
Totals	1006	315	23

8. Headcount Students by Sex (Fall Term)

Sex	Total Number of Students		
	Degree		Nondegree
	Under-grad	Grad	
Male	556	191	9
Female	450	124	14
Totals	1006	315	23

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 7

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

9. Headcount Enrolled Students APPLYING FOR and RECEIVING Financial Aid by Family Income Category (Fall Term)

Family Income Category	Undergraduate Applicants	Undergraduate Recipients	Graduate Applicants	Graduate Recipients
\$ 0 - \$ 2999	*4*	*4*	*12*	*12*
\$ 3000 - \$ 5999	*114*	*114*	*41*	*39*
\$ 6000 - \$ 7499	*123*	*101*	*45*	*36*
\$ 7500 - \$ 8999	*119*	*94*	*48*	*12*
\$ 9000 - \$11999	*31*	*3*	*4*	*1*
\$12000 and over	*5*	*0*	---	--
Not Known	*129*	*33*	*80*	*17*
Totals	*525*	*349*	*230*	*117*

10. Dollar Amount of Financial Aid Received

Type of Award	Undergraduate	Graduate
Scholarships and Fellowships	*\$233,000*	*\$ 68,000*
Loans	*186,000*	*47,000*
Work/Study	*80,000*	*
Totals	*\$499,000*	*\$115,000*

**College of the West offers no work-study program for graduate students.*

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 8

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

11. This institution does not have access to SAT or ACT scores ☐

12. SAT or ACT Quantitative Scores for New Undergraduate and Transfer Students (Fall Term) *

SAT Score Intervals	Number of New Students In Each Interval
200 - 299	0
300 - 399	13
400 - 499	89
500 - 599	19
600 - 699	2
700 - 800	0

ACT Score Intervals	Number of New Students In Each Interval
1 - 12	--
13 - 16	--
17 - 22	--
23 - 26	--
27 - 31	--
32 or above	--

13. SAT or ACT Verbal Score for New Undergraduate and Transfer Students (Fall Term)

SAT Score Intervals	Number of New Students In Each Interval
200 - 299	0
300 - 399	7
400 - 499	92
500 - 599	22
600 - 699	1
700 - 800	1

ACT Score Intervals	Number of New Students In Each Interval
1 - 12	--
13 - 16	--
17 - 22	--
23 - 26	--
27 - 31	--
32 or above	--

Our college requires SAT scores from only those students in the lower half of graduating class.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 9

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

14. Tuition and Fee Charges for Full-Time Students (Academic Year)

Category		Tuition	Required Fees
Undergraduate In-District			
Undergraduate In-State	Lower Division	$ 780	$35
	Upper Division	840	35
Undergraduate Out-of-State	Lower Division	1950	35
	Upper Division	2100	35
First Professional In-State		--	--
First Professional Out-of-State		--	--
Graduate I In-State		1240	29
Graduate I Out-of-State		3100	29
Graduate II In-State		--	--
Graduate II Out-of-State		--	--

Procedures

1. Students Enrolled in a Degree/Diploma/Certificate Program (By Term). This item asks the institution to display headcount enrollments of degree/diploma/certificate students for each regular session term in the academic year. Enrollment tallies should be taken on the census day at the beginning of each term. Special session enrollments should not be included in this item but rather in Item 3 in this section. See Appendix A: Glossary for definitions of Regular Session, Academic Year, Degree/Diploma/Certificate Student, Full-Time Students, Part-Time Students, Headcount Student Enrollment, Lower Division Student, First Professional Degree Student, Graduate I, Graduate II, and Academic Term.

   a. Determine the degree/diploma/certificate students enrolled for each term.

   b. For each term, sort these students by lower division, upper division, first professional, graduate I and graduate II student levels and full-time/part-time designations.

   c. Enter the dates of each regular session and the appropriate enrollment figures in Display Format 3.

   d. Enter the institutionally defined minimum number of credits necessary to be considered a full-time student at each student level.

2. Students Not Enrolled in a Degree/Diploma/Certificate Program (By Term). This item indicates the headcount number of students by term who are not enrolled in a degree/diploma/certificate program. Enrollment tallies should be taken on the census day at the beginning of each term. Special session enrollments should not be included in this item but rather in Item 3 of this section. See definitions of Nondegree/Diploma/Certificate Student, Headcount Student Enrollment, Full-Time Students, Part-Time Students, Regular Session, Academic Year, Undergraduate Student, Graduate, and Academic Term.

   a. Determine the students enrolled in each regular session term who are not degree/diploma/certificate students.

   b. For each term, sort these students by undergraduate and graduate student levels and full-time/part-time designations. Full-time nondegree students are those students registered for the minimum full-time load as determined in Item 1.

   c. Enter the dates of each regular session and the appropriate enrollment figures in Item 2 of Display Format 4.

3. Special Session Enrollments (By Special Session Dates). This item asks for headcount enrollment for each special session. All students attending special sessions, regardless of degree intentions or student level, should be included in the enrollment count. The enrollment tallies should be taken on the institutionally defined census day at

the beginning of each session. A session or term specified in Items 1 and 2 (Regular Session Enrollments) should not be included in this item. See definitions of Special Session and Headcount Student Enrollment.

Enter the dates of each special session and the enrollment figures for that session in Item 3 of Display Format 4.

4. Number of Degree/Diploma/Certificate Students by Student Level and Enrollment Status (Fall Term). This item asks the institution to give enrollment tabulations for degree/diploma/certificate students by their student level and enrollment status during the fall term. This measure should be taken on the census day during the fall term. See definitions of Degree/Diploma/Certificate Student, Student Level, Enrollment Status, and Headcount Student Enrollment.

   a. Determine the degree/diploma/certificate students enrolled during the fall term.

   b. Sort these students by student level (lower division, upper division, graduate, and so forth).

   c. Determine the enrollment status (for example, new students, undergraduate transfer students, continuing students, and readmitted students) of each student in each student level.

d. Enter the appropriate figures in Item 4 of Display Format 5.

5. Geographic Origin at First Attendance (Fall Term). This item indicates the geographic origin of students enrolled for the first time during the fall term as of the fall term census date. See definitions of Geographic Origin at First Attendance and Admission Status--First-Time Entrance.

a. Determine all students enrolled for the first time during the fall term. These students may be any of three groups of students: new undergraduate students, new graduate students, or undergraduate transfer students.

b. Classify first-time entering students in the appropriate geographic-origin categories. Classify according to actual geographic origin, not tuition categories.

c. Enter the appropriate figures in Item 5 of Display Format 5.

6. Headcount Students by Age Category (Fall Term). The number of degree/diploma/certificate students by age intervals are recorded in this item.

See definitions of Degree/Diploma/Certificate Student, Nondegree/Diploma/Certificate Student, Headcount Student Enrollment, and Student Age.

a. Sort all fall term students into undergraduate and graduate degree and nondegree categories.

b. Sort students in each category determined in (a) into age intervals: 17 years and under, 18-20 years, 21-29 years, 30-49 years, and 50 years and over.

c. Enter appropriate figures in Item 6 of Display Format 6.

7. Headcount Students by Civil Rights Category (Fall Term). This item identifies the total number of degree and nondegree enrolled students in each of the five civil rights categories: Asian American/Oriental, Native American/American Indian, Negro/Black, Spanish-Surnamed American, and All Others. These are civil rights categories of students as self-reported or otherwise determined. Headcount student enrollment in each category should be taken in the fall term. See definitions of Civil Rights Category, Degree/Diploma/Certificate Student, Nondegree/Diploma/Certificate Student, and Headcount Student Enrollment.

See definitions of Degree/Diploma/Certificate Student, Nondegree/Diploma/Certificate Student, Headcount Student Enrollment, and Student Age.

a. Sort all fall term students into undergraduate and graduate degree and nondegree categories.

b. Sort students in each category determined in (a) into appropriate civil rights categories.

c. Enter appropriate figures in Item 7 of Display Format 6.

8. Headcount Students by Sex (Fall Term). The total number of degree and nondegree headcount students by sex are recorded in this item. Headcount student tallies should be taken on the census day during the fall term. See definitions of Sex, Degree/Diploma/Certificate Student, and Headcount Student Enrollment.

   a. Sort all fall term students into undergraduate and graduate degree and nondegree categories.

   b. Sort students in each category determined in (a) into male or female categories.

   c. Enter appropriate figures in Item 8 of Display Format 6.

9. Headcount Enrolled Students APPLYING FOR and RECEIVING Financial Aid by Family Income Category (Fall Term). This item identifies the number of undergraduate and graduate students applying for and receiving financial aid for the fall term, by family income category if known. If a student is self-supporting and classified as independent, the individual's income should be reported as family income. Include all enrolled students applying for aid whether the aid be need or nonneed based, and all students who have received aid. The count should be taken on the fall term census day. See definitions of Student Level, Financial Aid, and Headcount Student Enrollment.

a. Determine the headcount number of enrolled students applying for financial aid for the fall term.

b. Sort these students into undergraduate and graduate student levels within appropriate income categories.

c. Enter the number of students applying for financial aid by income category and student level in the appropriate cells of Item 9, Display Format 7.

d. Repeat steps (a) through (c) for those students receiving aid and enter the figures in the appropriate cells of Item 9, Display Format 7.

10. Dollar Amount of Financial Aid Received. All financial aid dollars that flow through the institutional accounts are included in this

item, regardless of source of funds. See definitions of Undergraduate Student, Graduate I and Graduate II (combined in this display format), and Financial Aid. The dollar amount of scholarships, including stipends to undergraduate students, should equal the dollar amount entered in activity center 8.1 of Display Format 17. The dollar amount of fellowships (stipends to graduate students) should equal the amount entered in 8.2 of Display Format 17. Work/study should include all money expended on work/study programs. Federal or state money should be included as well as the institution's share. Monies used to administer financial aid programs should not be included.

a. Determine the amount of dollars flowing through the institutional accounts that are received by undergraduates and graduates enrolled at the institution.

b. Determine the amount of money by type of award.

Scholarships/Fellowships
Loans
Work/Study

c. Enter the resulting dollars in the appropriate column of Item 10, Display Format 7.

11. This Institution Does Not Have Access to SAT or ACT Scores. Check the box in Item 11, Display Format 8, if the institution does not require new students to present either SAT or ACT scores as part of entrance requirements and does not otherwise have access to these scores.

12. SAT or ACT Quantitative Scores for New Undergraduate Students (Fall Term). This item identifies the number of fall term new undergraduate students whose quantitative test scores (SAT or ACT) fall within specified intervals.

Note: The total number of students specified in this format should be compared with the total number of lower division and upper division new and transfer students shown in Item 4, Display Format 5. This determines what proportion of the new and transfer undergraduate students at the institution have reported SAT or ACT scores. See definitions of Admission Status--First-Time Entrance, Test Scores, and Undergraduate Transfer Student.

a. Identify the fall term new and transfer undergraduate students.

b. Obtain SAT or ACT quantitative scores for each student identified in step (a).

c. Group individual scores into the following intervals:

SAT	ACT
200 - 299	1 - 12
300 - 399	13 - 16
400 - 499	17 - 22
500 - 599	23 - 26
600 - 699	27 - 31
700 - 800	32 or above

d. Enter the number of students whose scores fall within the above intervals in Item 12, Display Format 8.

13. SAT or ACT Verbal Scores for New Undergraduate Students (Fall Term). Using the procedures specified in Item 12, enter in Item 13, Display Format 8 the number of fall term new undergraduate students whose verbal test scores fall within the indicated ranges.

14. Tuition and Fee Charges for Full-Time Students (Academic Year). This item displays the tuition and required fee charges for full-time students by student level and tuition residency classification. Lower division, upper division, first professional, graduate I, and graduate II students are the specified student levels. The tuition residency classifications are in-district, in-state, and out-of-state.

If first professional tuition and required fees vary by type of first professional degree, each different rate and degree should be listed. If the institution charges tuition per credit hour, total rates should be calculated by multiplying the rate per credit by the mean number of credits taken by a full-time student for an academic year. See definitions of Tuition Charge-Students, Fees Required, Undergraduate Student, Lower Division Student, Upper Division Student, First Professional Degree Student, Graduate I, Graduate II, Geographic Origin at First Attendance, and Academic Year.

In Item 14 of Display Format 9 enter the appropriate tuition and fee charge for each specified student category.

CHAPTER IV

MEASURES AND PROCEDURES FOR DETERMINING RESOURCE INFORMATION

SECTION A -- INSTRUCTION/RESEARCH/PUBLIC SERVICE PERSONNEL RESOURCE INFORMATION

Introduction

Personnel resource measures describe the functions and characteristics of personnel employed by the institution.

The three basic personnel groups used in IEP are:

1. Instruction/Research/Public Service (I/R/PS) personnel are those classified as exempt under the Fair Labor Standards Act with the majority (more than 50%) of their activities in activity centers 1.0, 2.0, and 3.0. This personnel group is typically called faculty.

2. Administrative/Support personnel are those classified as exempt under the Fair Labor Standards Act with the majority (more than 50%) of their activities in programs 4.0, 5.0, 6.0, and 9.0.

3. Other Staff are all personnel classified as nonexempt under the Fair Labor Standards Act.

All personnel should be categorized using the definitions stated above. The institution may thus associate resource measures and expenditures with each group of personnel in each activity center of the Program Classification Structure. This chapter concentrates on resource measures descriptive of the Instruction/Research/Public Service personnel. The resource measure Service Months is not discussed in this chapter. Survey forms, measures, and procedures used in determining service months for each group of personnel relate to the procedures and measures for personnel compensation; they are discussed in Chapter VII.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 10

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

1. Number of Instruction/Research/Public Service Personnel by Discipline, Rank, and Tenure Status (Fall Term)

(A) Discipline	(B) Code	Professor		Associate Professor		Assistant Professor		Lecturer/ Instructor		Teaching Assistant		Undesignated		Number of Persons on Tenure
		PT*	FT**	PT*	FT**	PT*	FT**	PT*	FT**	PT*	FT**	PT*	FT**	
Biology	*0401*	*1*		*1*		*1*	*1*	*1*		*1*				*2*
Botany	*0402*	*1*	*1*	*1*	*1*	*2*	*1*	*1*		*1*				*4*
Zoology	*0407*	*1*	*1*	*1*	*1*	*1*	*1*	*1*		*1*				*4*
Accounting	*0502*		*1*	*1*		*1*		*1*		*1*				*1*
Marketing	*0509*	*1*	*1*	*1*		*1*		*1*		*1*				*3*
Elementary Education	*0802*	*1*	*3*	*1*	*3*	*1*	*3*	*1*		*1*				*6*
• • •														

*Part-Time
**Full-Time

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 11

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

2. Highest Degree Earned by Instruction/Research/Public Service Personnel (Fall Term)

Degree Categories	Full-Time	Part-Time
No Academic Credential		
High School Diploma or G.E.D.		
Craft or Trade School Certificate		
Professional Certificate		
Associate Degree		
Bachelor's Degree		15
Professional Degree	9	3
Master's Degree	12	18
Doctorate	42	20

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 12

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

3. Average Compensation for Instruction/Research/Public Service Personnel (Academic Year)

Rank	Average Compensation	
	Full-Time	Part-Time
Professor	$17,627	$10,740
Associate Professor	14,970	8,467
Assistant Professor	11,733	5,330
Instructor/Lecturer	9,565	4,720
Teaching/Research Associate	6,800	3,100
Undesignated	--	--

4. Instruction/Research/Public Service Personnel - Sex (Fall Term)

Rank	Sex	
	Male	Female
Professor	25	6
Associate Professor	25	5
Assistant Professor	23	7
Instructor/Lecturer	10	7
Teaching/Research Associate	7	5
Undesignated	--	-

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 13

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

5. Instruction/Research/Public Service Personnel - Civil Rights Category (Fall Term)

Rank	Civil Rights Category				
	Asian American/ Oriental	Native American/ American Indian	Negro/ Black	Spanish Surnamed	All Others
Professor	2	0	2	1	26
Associate Professor	0	1	0	0	29
Assistant Professor	1	0	2	0	27
Instructor/Lecturer	0	1	0	0	16
Teaching/Research Associate	1	0	1	2	8
Undesignated	-	-	-	-	--

Procedures

1. Number of Instruction/Research/Public Service Personnel by Discipline, Rank, and Tenure Status (Fall Term). Enter the headcount number of full-time and part-time faculty members at the institution by discipline, rank, and tenure status. This data should be collected once during the fall term and may be obtained from the information block at the top of the Faculty Activity Analysis form. The data should include only personnel defined as faculty in this manual. Teaching assistants or research assistants who work the institutionally defined maximum hours for their classification should be considered full-time teaching assistants. Those employed for less than this maximum should be considered part-time.

   See definitions of Faculty, Rank, Tenure, Full-Time Personnel, Part-Time Personnel, I/R/PS Personnel and Appendix C: The HEGIS Taxonomy.

   a. Determine all headcount full-time and part-time I/R/PS personnel by discipline. If an individual is assigned in more than one discipline, record him only in his principal discipline for administrative purposes. For example, a full-time faculty member who teaches both history and English, with his primary time and salary dollars assigned to history, should be counted as a full-time faculty member in the history discipline. If an individual's assignments are divided equally between two disciplines the institution should make a decision as to which is his primary assignment.

b. Sort the groups determined in step (a) into rank designations, and enter the resulting figures in the appropriate cells of Display Format 10.

c. Determine the total number I/R/PS personnel within each discipline, both full-time and part-time, who have received tenure and enter the figures in the appropriate cells of Display Format 10.

2. Highest Degree Earned by Instruction/Research/Public Service Personnel. Record the highest degrees earned by both full-time and part-time headcount faculty employed at the institution. This information should be collected at one time during the fall term for I/R/PS personnel.

See definitions of I/R/PS Personnel, Highest Degree/Diploma/Certificate Earned, Full-Time Personnel, and Part-Time Personnel.

a. Sort all I/R/PS personnel into full-time and part-time designations.

b. Sort full-time and part-time groups by highest degree earned: no academic credentials, high school diploma or GED, craft or trade certificate, professional certificate, Associate Degree, Bachelor's Degree, Professional Degree, Master's Degree, Doctorate Degree.

c. Enter the resulting figures in the appropriate cells of Display Format 11.

3. Average Compensation Instruction/Research/Public Service Personnel by Rank (Academic Year). Display average academic year compensation by rank for both full-time and part-time Instruction/Research/Public Service personnel.

See definitions of I/R/PS Personnel, Rank, Full-Time, Academic Year, and Compensation.

a. Sort all I/R/PS personnel into full-time/part-time categories. Teaching or Research Assistants the institution considers to be full-time teaching assistants should be counted as full-time even though their workload may not correspond to the regular faculty full-time workload.

b. Sort the group determined in (a) by the following rank designations: professor, associate professor, assistant professor, instructor/lecturer, teaching/research assistant, and undesignated.

c. Determine the academic year compensation of each individual in each group (salary plus fringe benefits).

d. Determine the mean compensation dollars for each group.

e. Enter the results in the appropriate cells of Display Format 12.

4. Number of Instructior/Research/Public Service Personnel by Rank and Sex (Fall Term). Display the number of male and female Instruction/Research/Public Service personnel by rank.

   See definitions of I/R/PS Personnel, Rank, and Sex.

   a. Determine the number of male and female Instruction/Research/Public Service personnel.

   b. Determine the number of males and females in each rank group.

   c. Enter the figures in the appropriate cells of Display Format 12.

5. Number of Instruction/Research/Public Service Personnel by Rank and Race. Enter the headcount number of Instruction/Research/Public Service personnel by civil rights categories and rank.

See definitions of I/R/PS Personnel, Civil Rights Category, and Rank.

a. Determine the number of Instruction/Research/Public Service personnel by rank.

b. Within each rank group, determine the number of personnel in each civil rights category.

c. Enter the figures in the appropriate cells of Display Format 13.

SECTION B -- FACILITIES INFORMATION

General

Measures of facilities resources describe in aggregate fashion the assignable area available to the institution to carry out its activities. The facilities measures and data-collection procedures are derived from the Higher Education Facilities Inventory and Classification Manual (Romney, 1972). The measures allow comparison of assignable areas classified by the major room use categories and major aggregation of activity centers. Student housing facilities descriptions include measures of housing capacity and current occupancy.

Display Format 14, recommended for recording facilities resource data, appears on the following page.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 14

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section B.

1. Assignable Square Feet by Room Use Categories and Program Designation (Fall Term) *(all entries recorded in thousands of square feet)*

Activity Centers \ Room Use Categories		100 Classroom Facilities	210 Class Lab	220 Special Class Lab	230 Indiv. Study Laboratory	250 Nonclass. Laboratory	300 Office Facilities	400 Study Facilities	[illegible]00 Special Use Facilities	600 General Use Facilities	700 Supporting Facilities	800 Health Care Facilities	9[illegible]0 Residential Facilities	000 Unclassified Facilities	Total
1.0	INSTRUCTION PROGRAM	21	5.4				14.5		2	2					44.9
2.0	ORGANIZED RESEARCH					1.4	.8								2.2
3.0	PUBLIC SERVICE						.3			.5					.8
4.0	ACADEMIC SUPPORT						1.9	13.8		.3	.4				16.4
4.1.0000*	Libraries							12.1							12.1
4.6.0000*	Academic Adm. & Personnel Dev.						1.4								1.4
5.0	STUDENT SERVICES						1.2		.8	5.4	1.1	.5	36		45
5.1.7200*	Intercoll. Athletics						.4			3.2					3.6
5.5.7320*	Health Services						.1					.5			.6
5.5.7330*	Housing Services						.3						36		36.3
6.0	INSTITUTIONAL SUPPORT						4.5		1.2	3.4	4.3				13.4
6.5.0000*	Phys. Plant Operations						2.2				2.6				4.8
6.6.7330*	Housing Services														
7.0	INDEPENDENT OPERATIONS														
9.0**	HOSPITALS														
0.0***	UNASSIGNED														
	Total	21	5.4			1.4	23.2	13.8	4	11.6	5.8	.5	36		122.7

*Included in the respective activity center subtotal; not duplicate in the total.

**Appears as 4.5.1200 in the Higher Education Facilities Inventory and Classification Manual (Romney, 1972).

***Appears as 8.0 in the Higher Education Facilities Inventory and Classification Manual (Romney, 1972).

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2. The Total Number of Student Spaces Available in Institutional Housing (Fall Term): 253

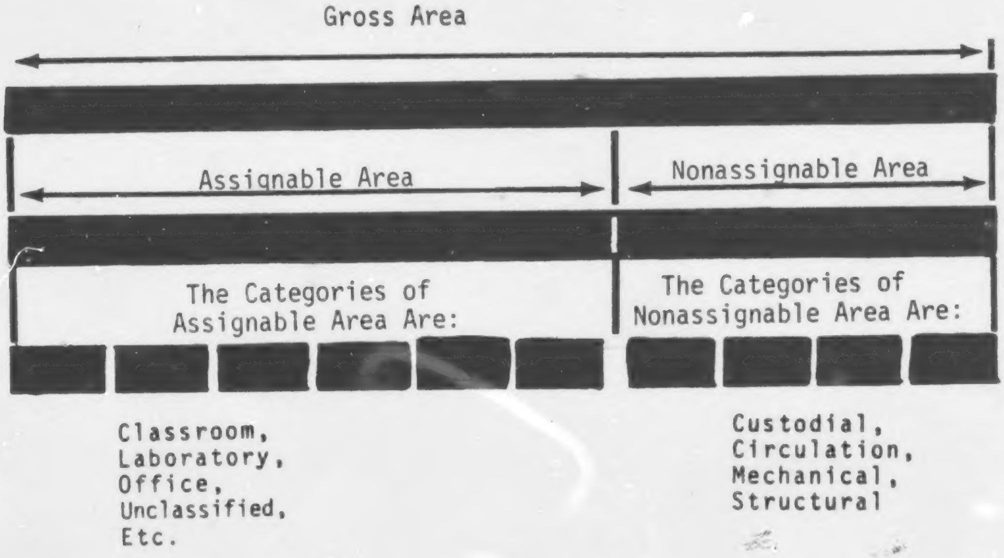
3. The Number of Students Living in Institutional Housing (Fall Term): 249

Procedures

1. Assignable Area by Room Use Category and PCS Activity Center. Development of criteria for classifying, defining, and measuring room areas is basic to collecting room data. Several categorizations of square footage are used and it is imperative that the data users have a common understanding of these kinds of space when making comparative space studies. See definitions of Assignable Area, Nonassignable Area, Room Use Categories, Assignable Square Feet, and Appendix B: Program Classification Structure Activity Centers.

   This manual uses three different building area measurements: gross area, assignable area, and nonassignable area. Figure 3 and the discussion following indicate the relationship of these terms and other space classification terms.

Figure 3. Types of Building Space


Gross Area
Assignable Area
Nonassignable Area
The Categories of Assignable Area Are:
The Categories of Nonassignable Area Are:
Classroom, Laboratory, Office, Unclassified, Etc.
Custodial, Circulation, Mechanical, Structural

As shown in Figure 3,

Gross Area = Assignable Area + Nonassignable Area

where:

Gross Area = the sum of all floor areas of a building based on exterior dimensions;

Assignable Area = the sum of all areas of all floors of a building assigned or available for assignment to an occupant; includes every kind of space functionally usable by the occupant.

Nonassignable Area = the sum of the circulation, custodial, mechanical, and structural areas.

The assignable area is recommended for exchange in the information exchange procedures. Table 2 shows the suggested aggregations of assignable area:

TABLE 2

AGGREGATIONS SUGGESTED FOR EXCHANGING FACILITIES INFORMATION

Aggregations of Room Use Categories		Aggregations of Activity Centers	
100	Classroom Facilities	1.0	Instruction
210	Class Laboratory	2.0	Organized Research
220	Special Class Laboratory	3.0	Public Service
230	Individual Study Laboratory	4.0	Academic Support
250	Nonclass Laboratory	(4.1.0000)	(Libraries)
300	Office Facilities	(4.6.0000)	(Academic Support and Personnel Development)
400	Study Facilities	5.0	Student Services
500	Special Use Facilities	(5.1.7200)	(Intercollegiate Athletics)
600	General Use Facilities	(5.5.7320)	(Health Services [Student])
700	Supporting Facilities	(5.5.7330)	(Housing Services [Student])
800	Health Care Facilities	6.0	Institutional Support
900	Residential Facilities	(6.5.0000)	(Physical Plant Operations)
000	Unclassified Facilities	(6.6.7330)	(Housing Services [Faculty and Staff])
		7.0	Independent Operations
		9.0	Hospitals
		0.0	Unassigned

In some cases individual rooms or groups of rooms have a number of uses (offices and art studios) and serve more than one institutional activity (instruction and research). If multiple use is involved, a category should be selected for each room on the basis of the primary use of the room; no proration techniques are used. The following procedures describe the proration used when multiple activity centers are involved.

a. Conduct a room-by-room inventory of assignable space at the institution.

Note the following during the inventory:

Room use categories and codes should be selected based on the primary use of the room. For example, a dining room used as a class laboratory (210) for training in a food-service instructional program as well as for a food facility (630) for students and/or the public at large would be coded 210 if its primary use is instructional.

All classrooms are coded with program category code 0000, if the coding is done at this level of detail, but may be assigned to an appropriate program code (1.1, 1.2, 5.1, and so forth) based on primary use of the room.

If a room serves more than one activity its area must be prorated to the appropriate program classifications. Distribution and proration to multiple programs and/or multiple program categories should be performed only when a room cannot be assigned based on primary use.

For all unscheduled rooms having multiple uses (multiple programs) prorate the assignable area based on service months (by activity center) of those individuals assigned to the room.

b. Aggregate the room data to room-use categories and activity centers.

c. Enter the information in the appropriate cells of Item 1, Display Format 14.

2. The Total Number of Student Spaces Available in Institutional Housing. Indicate the total number of student spaces available in institutional housing. Count only regular occupancy spaces. Married student housing should be included, but each unit should count as one student space.

Take the count at the housing census date during the fall term. See definitions of Institutional Housing and Regular Occupancy. Enter in Item 2 of Display Format 14 the total number of student spaces available in institutional housing.

3. The Total Number of Students Living in Institutional Housing (Fall Term). Indicate the number of students living in institutional housing. Take the count on the housing census day during the fall term. Include students living in overcapacity space as well as regular-capacity space. Include married students, but the count should be limited to one student per each married-student housing facility. See definitions of Institutional Housing, Regular Occupancy, and Overcapacity Space. Enter in Item 3 of Display Format 14 the total number of students living in institutional housing.

CHAPTER V

MEASURES AND PROCEDURES FOR DETERMINING ACTIVITY INFORMATION

Introduction

Activity measures reflect the level and kind of operations of various programs at the unit described. The semester credit is used as the primary unit of measurement to describe instructional activities. Although many institutions use other units for measuring student progress, the semester credit appears to be the most prevalent measure used in higher education today. The NCHEMS staff, IEP task force, and IEP steering committee have recommended use of the semester credit as the primary measure of student activity. Institutions using quarter credit or course credit should convert to semester credit equivalencies using the standards employed in their admissions offices.

Other units of measure used to describe activities at institutions are continuing education units and headcount students. Continuing education units are used in lieu of imputed semester credits for activity centers that do not attach credits to their activities, for example, Community Education (3.1.XXXX) and Supplementary Education (5.2.XXXX).

Headcount student enrollments are used as the units of measure to describe student programs and types of degrees sought.

The following sample Display Format illustrates the information obtained from the measures and procedures included in this chapter. Activity measures used in unit costing (Measures 3 and 4) are displayed in Formats 18, 19, 20, 21, 24, and 25 in Chapter VII.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 15

ACTIVITY MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter V.

1. Headcount Degree/Diploma/Certificate Student Enrollment by Program and Type of Degree Sought (Fall Term)

Instructional Programs / Type of Degree		(C) Certificates & Diplomas (Less than 1 year)	(D) Certificates & Diplomas (More than or equal to 1 year)	(E) Associate Degrees (2 years or more)	(F) Bachelor's Degrees	(G) First Prof. Degrees	(H) Master's Degrees	(I) Doctorate Degrees	(J) Not Elsewhere Designated
(A) CODE	(B) PROGRAM NAME								
2205.20	*History - Lower Division*	-	-	-	*74*	-	-	-	-
2205.30	*History - Upper Division*	-	-	-	*87*	-	-	-	-
2205.50	*History - Graduate*	-	-	-	--	-	**26**	-	-
0401.20	*Biology - Lower Division*	-	-	-	*43*	-	-	-	-
0401.30	*Biology - Upper Division*	-	-	-	*48*	-	-	-	-
0401.50	*Biology - Graduate*	-	-	-	--	-	**16**	-	-

2. Credit Course Enrollments of Nondegree/Diploma/Certificate Students (Fall Term) *205*

Procedures

1. Headcount Degree/Diploma/Certificate Student Enrollment by Program and Type of Degree Sought. Indicate the headcount student enrollment for each student program and degree/diploma/certificate objective. Consult the list of disciplines (Appendix C) for the potential list of student program designations. In IEP this Taxonomy of Instructional Programs serves to identify student programs as well as disciplines. Headcount student enrollment should be taken at the institutionally defined census date during the fall term.

   For each student program, determine the number of headcount students enrolled by each degree/diploma/certificate category as follows: certificates and diplomas (less than one year), certificates and diplomas (more than or equal to one year), Associate degrees (2 years or more), Bachelor's degrees, first professional degrees, Master's degrees, Doctorate degrees, not elsewhere classified.

   See definitions cf Headcount Student Enrollment, Degree/Diploma/Certificate, and Student Program.

   Enter the information obtained in the appropriate cells of Display Format 15.

2. Credit Course Enrollments of Nondegree/Diploma/Certificate Students. Indicate the total number of nondegree/diploma/certificate students enrolled in credit courses. This measure should be taken at the fall term census date.

See definitions of Headcount Student Enrollment, Nondegree/Diploma/Certificate Students, and Credit Courses.

a. Consult the student record file and count each nondegree/diploma/certificate student enrolled in at least one credit course.

b. Enter the number of students in Item 2, Display Format 15.

3. Semester Credits Attempted by Instructional Activity Centers. Determine the semester credits attempted for each activity center within the instructional program. Semester credits attempted tallies are to be taken at the institutionally defined census date at the beginning of each term during the fiscal year. Semester credits attempted should be maintained at the discipline and course level within the subprograms 1.1, 1.2, 1.3, and 1.4. All independent studies and variable course credits should be included when tabulating semester credits attempted. When computing semester credits attempted, exclude credits attempted through academic exemption tests such as CLEP. In special cases where no credit is assigned to a course normally included in the subprogram categories 1.1, 1.2, 1.3 and, 1.4 an imputed semester credit shoud be assigned by the institution. This is particularly applicable

in the case of doctoral level activities such as dissertations. Excluded from this category are noncredit courses in Community Education or Supplementary Education; these are described in other measures.

See definitions of *Semester Credits Attempted*, *Course Level*, *Discipline*, and Appendix B: Program Classification Structure Activity Centers.

Enter the semester credits attempted for each activity center in Display Formats 18, 19, 20, and 21.

4. *Continuing Education Units in Community Education (3.1.XXXX) and Supplementary Education (5.2.XXXX)*. Within Community Education (3.1.XXXX) and Supplementary Education (5.2.XXXX) calculate the total continuing education units by HEGIS discipline for the entire fiscal year.

   See definitions of *Discipline*, *Continuing Education Unit*, and Appendix B: Program Classification Structure Activity Centers (3.1 Community Education and 5.2 Supplementary Education).

   Continuing Education Units (one CEU equals ten contact hours) should be calculated on completion of the activity. Enter the appropriate continuing education units by activity centers in Column (K) of Display Formats 24 and 25.

CHAPTER VI

MEASURES AND PROCEDURES FOR DETERMINING FINANCIAL INFORMATION

SECTION A -- REVENUE INFORMATION

General

The revenue information specified in this manual will include only current funds revenues. Current funds revenues are (1) all unrestricted gifts and other unrestricted resources received during the reporting period, and (2) restricted current funds expended for current operating purposes. Current funds revenues do not include restricted current funds received but not expended, or resources restricted by outside persons or agencies to loan funds, endowment or term endowment funds, annuity and life income funds, plant funds, or agency funds.

The accounts should be maintained and reports prepared on the accrual basis of accounting. Revenues should be reported when earned. Revenues of an academic term (for example, summer session) that is conducted over a fiscal year should be reported totally within the fiscal year in which the term is predominantly conducted.

Credits for interdepartmental transactions of service departments and storerooms that provide services to the institution, as contrasted with services to students, faculty, and staff, should not be included as revenues but rather as reductions of expense in the servicing department. Normally such transactions do not result in revenues to the institution because they are essentially interdepartmental transfers of costs.

The following sample display format shows the information obtained from the measures and procedures discussed in this section.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 16

FINANCIAL MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VI, Section A.

1. Current Funds Revenues by Source

	Unrestricted	Restricted	Total
Tuition and Fees	$1,453,000		$1,453,000
Governmental Appropriations			
Federal			
State	2,431,000		2,431,000
Local			
Governmental Grants and Contracts			
Federal		$ 50,000	50,000
State		51,650	51,650
Local			
Private Gifts, Grants, and Contracts		41,000	41,000
Endowment Income	23,000	20,000	43,000
Sales and Services of Educational Activities	25,900		25,900
Sales and Services of Auxiliary Enterprises	947,170		947,170
Sales and Services of Hospitals			
Other Sources	216,650		216,650
TOTALS	$5,096,720	$162,650	$5,259,370

Procedures

1. Display Unrestricted and Restricted Current Funds Revenues by Source of Funds.

Display unrestricted and restricted revenues separately by source of funds and display also the total restricted and unrestricted revenues of each source.

Unrestricted revenues include all resources earned for which the donor made no stipulation as to how they were to be expended. Monies that are initially unrestricted and are subsequently designated for a particular purpose by the institution's governing board are reported as unrestricted revenues when earned. Restricted funds include only those monies expended during the reporting period for a current operating purpose specified by the donor as a precondition for their acceptance by the institution.

The following descriptions and procedures for each revenue source should be used when completing this schedule:

a. Determine the amount of unrestricted and restricted funds obtained from tuition and fees. Student tuition and fees include all tuition and fees assessed (net of refunds) against students for educational and general purposes. Tuition and fees remissions or exemptions should be assessed and reported as revenue even though there is no intention of collecting from the student. The amount of such remissions or exemptions should be offset as expenditures and classified either as student aid or staff benefits.

If all tuition and/or fees are remitted to the state as an offset to the state appropriation, total tuition and fees should be deducted from total state appropriations and added to total tuition and fees.

If the assignment of fees to debt service, renewals and replacements, or unexpended plant funds is an administrative action only, or is subject to change by the governing board alone, such fees should be reported as unrestricted current funds revenues and included in this category. Monies from fees on which there are binding external restrictions because they have been specifically assessed for debt service on institutional plant, renewals and replacements of plant, or expansion of facilities should not be reported under this classification, but should be reported as direct additions to plant funds since such fees are not legally available for current operating purposes. Pledged revenue under bond indenture agreements would not be reported as additions to plant funds, but rather as unrestricted current funds revenues.

If an all-inclusive fee for tuition, room, and board is charged a reasonable allocation should be made between revenues for "tuition and fees" and "sales and services of auxiliary enterprises."

Charges for room, board, and other services rendered by auxiliary enterprises are not included in this category and should be classified under revenues of auxiliary enterprises.

b. Determine the amount of unrestricted and restricted revenue obtained from government appropriations. Government appropriations include those monies received from or made available by government sources through legislative acts. Government grants or contracts are not included. This category encompasses all unrestricted appropriations and restricted appropriations to the extent they are expended for current operations, including student aid. It includes also funds disbursed for the account of the institution by the governmental agency, such as payments into a state retirement system on behalf of the institutions.

The tuition and fees collected by the institution and returned to the institution in the form of state appropriations must be subtracted from this total, as they already appear as tuition and fees.

Determination of whether a particular government appropriation should be classified as restricted or unrestricted funds is based on the ability of the institution to change the intended use of the funds during the reporting period, should circumstances deem it necessary. If a change in the intended use of the funds can be made without having to go through the legislative process, the funds should be considered unrestricted. Funds are unrestricted even if they are distributed to the institution for purposes specified by an intermediate group (e.g., a governing board) provided that if a change in restrictions needs to be made, it can be made by the intermediate body without having to go back through the legislative process.

Government appropriations should be subclassified to identify the governmental level (federal, state, or local) of the legislative body making the appropriation.

The following criterion should be used to determine which legislative level is the funder:

> The funder level is the level of the agent which makes the decision that the monies will be allocated to the particular purpose for which they are ultimately expended.

For example, if the federal government stipulates a specific use for some monies which then flow through the state to the institution, the funds would be classified as federal monies. However, if the federal government distributes funds to the state for unspecified general purposes (for example, general revenue sharing) and the state then appropriates all or a portion of those monies to the institution, the funds received by the institution would be classified as state rather than federal monies.

c. Determine the amount of unrestricted and restricted revenue obtained from government grants. Government grants include revenues from government agencies for specific research projects or other kinds of programs, including student aid. Examples are training programs, training and instructional institutes, and similar activities for which amounts are received or expenditures are reimbursable under the terms of a grant or contract.

Amounts equal to direct costs incurred should be recorded as charges against current restricted funds and reported as restricted revenues. Related indirect costs recovered should be reported as unrestricted revenues.

The level of government funder should be disclosed using the criterion described for government appropriations.

d. Determine the amount of unrestricted and restricted revenue obtained from private gifts, grants, and contracts including amounts from outside nongovernmental organizations or individuals. All unrestricted gifts and bequests are included, as well as all restricted gifts and grants to the extent expended for educational and general purposes, including student aid. Also included are are all amounts received as a result of the purchase of a service from the institution by a nongovernmental entity. Income from funds held in revocable trusts or distributable by direction of the trustees of such trusts should be reported under this classification.

The amount of direct costs incurred should be reported as restricted revenues and the amount of indirect costs recovered should be reported as unrestricted revenues.

e. Determine the amount of unrestricted and restricted funds from endowment income. Endowment income includes the following: (1) unrestricted income of endowment and similar funds, (2) restricted income of endowment and similar funds to the extent expended for educational and general purposes, including student aid, and (3) income from funds held in trust by others under irrevocable trusts.

Income from investments of endowment and similar funds does not include capital gains and losses since such gains and losses are accounted for in the endowment and similar fund groups. If a portion of the gains of endowment or quasi-endowment funds investments is used for current operating purposes, the portion so used should be reported as a transfer rather than as revenues.

Income from funds held in trust by others under irrevocable trusts should be separately identified under this heading.

The unrestricted income from endowment and similar funds credited to revenues should be the total ordinary income earned (or yield) on the investments of these funds, excepting income that must be added back to the principal in accordance with the terms of the agreement set forth by the donor.

f. Determine the amount of unrestricted and restricted revenues obtained by sales and services of educational activities. Included in this category are incidental revenues of educational departments not directly associated with the education of students. Examples of such revenues are film rentals, scientific and literary publications, and testing services.

Also included in this category are the revenues from activities that exist to provide an instructional or laboratory experience for students and that incidentally create goods or services that may be sold to students, faculty and staff, or to the general public, such as dairy creameries, food technology divisions, and so forth.

If service to the students, rather than training and instruction, is the primary purpose of the activities, the revenues should be classified as sales and services of auxiliary enterprises.

Revenues generated by hospitals operated by the institution are not included in this category. Such revenues should be classified as sales and services by hospitals. However, revenues derived from health clinics that are not part of a hospital would be included.

All revenues previously classified as sales and services of educational departments and organized activities related to educational departments are included in this category.

g. Determine the amount of unrestricted and restricted revenues obtained by sales and services of auxiliary enterprises. This category includes all revenues associated with the auxiliary enterprise operations of the institution. An auxiliary enterprise is an entity that exists to furnish a service to students, faculty, or staff and that charges a fee directly related to, although not necessarily equal to, the cost of the service. The general public may be served incidentally by some auxiliary enterprises.

Auxiliary activities usually include residence halls, food services, intercollegiate athletics, college unions, college stores, and other services such as barber shops, movie houses, and so forth.

h. Determine the amount of restricted and unrestricted revenues obtained by sales and services by hospitals. Sales and services by hospitals includes the gross revenues (net of discounts, allowances, and provision for doubtful accounts) of a hospital operated by the institution. It includes revenue from daily patientservices (medical, surgical, pediatrics, intensive care, and so forth), revenue from nursing services (operating room, recovery room, and so forth), and revenue from other professional services (laboratories, blood bank, and so forth).

Revenue for research and other specific purpose grants or gifts is not included; such monies should be included in the appropriate categories described above.

i. Determine the amount of unrestricted and restricted revenues obtained by other sources--all items of revenue not covered elsewhere. Examples are income and gains and losses from investments of unrestricted current funds.

j. Enter the appropriate dollars and their totals in Display Format 16.

CHAPTER VI

SECTION B -- CROSSOVER PROCEDURES TO THE PCS

General

The Program Classification Structure (PCS) is recommended for lodging expenditures by activity centers.

Most accounting systems do not correspond directly to this structure, requiring an initial crossover from the institutional chart of accounts to categorize expenditures in the correct activity centers of the PCS.

The account crossover step is not necessary if the institution can classify expenditures by object directly into the program structure through the use of a Faculty Activity Analysis and other special studies.

All expenditures of the current funds as reported in the institutional expenditure records should be included. Expenditures of all separately incorporated but related units for which the reporting institution is fiscally responsible, such as university presses, intercollegiate athletics, and research foundations, should be included for adequate disclosure. Footnotes should be used wherever appropriate.

The following items require special treatment:

Nonmandatory Transfers -- Nonmandatory transfers out of current funds will not be crossed over to the Program Classification Structure Activity Centers. If they are maintained in the institutional expenditure records they should be backed out of the total. Nonmandatory transfers into the current funds from other fund groups, subsequently expended during the reporting period, should be displayed in the appropriate expenditure categories.

Interdepartmental Transactions -- Amounts recorded in the institution's accounting system as revenues of Department A and expenditures of Department B should be excluded from the crossover as they would tend to inflate the total operating expenditures of the institution. If a revolving fund has been established (for example, a central stores operation), its expenditures should not be included unless it is being subsidized by the institution (that is, expenditures exceed revenues or amounts charged to departments).

Reimbursement for Indirect Costs -- Indirect costs that appear as expenditures in the grant and contract accounts represent reimbursement for expenditures previously recorded in various institutional support accounts. These reimbursements from the funding agency should not be displayed as expenditures in the grant and contract accounts. If this were done, expenditures in the amount of the indirect cost reimbursement would be doubly counted.

Financial Aid -- Financial aid to students can be provided through outright grants, student loans, and payment for services rendered (for example, work/study program). The recipients of outright grants (herein referred to as Student Aid) are not formally required to render service to the institution as consideration for the grant, nor are they expected to repay the amount of the grant to the funding source. Two expenditures subcategories have been established within the Student Aid expenditure category to account for grants: Scholarships (8.1)--stipends to undergraduate students, and Fellowships (8.2)--stipends to graduate students.

Since student loans are usually made from loan funds, they would not be shown as an expenditure because they are not part of the current fund. If student loans are made from current funds they represent a conversion of assets (for example, from cash to accounts receivable) rather than an expenditure.

Payment to students for services rendered (for example, teaching, working on a research project, or for the performance of manual labor or clerical duties) should be considered as payments for services needed by the institution. Such payments should not be classified as Student Aid, but rather should be handled in the same manner as salaries (as expenditures of the department or organizational unit receiving the services). In the case of the work/study program, the total amount paid to the student should be classified as an expenditure of the department or organizational unit employing that student.

Current Expenditures for Capital Assets -- A capital asset is defined as any physical resource that benefits a program for more than one operating period. Capital expenditures would, therefore, include current operating funds expended for land, improvements to land, buildings, additions to buildings, and capital equipment. Most institutional account systems include at least a portion of capital expenditures in the current accounts of the various operating units. Such capital expenditures should be "tagged" with the appropriate object code of classification during the account crossover and displayed separately by discipline or other organizational unit. Any equipment items costing less than $500 or having an expected service life of less than two years should be classified as supplies and services and displayed as expenditures of the appropriate organizational unit.

The following sample display format illustrates the information obtained from the measures and procedures discussed in this section.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 17

FINANCIAL MEASURES

Read instructions carefully before completing. Number items are defined in Appendix A. Procedures are described in Chapter Vi, Section B.

1. Current Funds Expenditures by Program

1.0	Instruction		
1.1	General Academic Instruction	$1,558,237	
1.2	Occupational & Vocational Instruction		
1.3	Special Session Instruction		
1.4	Extension Instruction for Credit	95,663	
2.0	Organized Research		
2.1	Institutes & Research Centers	62,549	
2.2	Individual or Project Research	90,415	
3.0	Public Service		
3.1	Community Education	13,045	
3.2	Community Service	9,270	
3.3	Cooperative Extension Service		
3.4	Patient Services		
3.5	Specialized Training Program		
4.0	Academic Support		
4.1	Libraries	236,149	
4.2	Museums & Galleries	35,306	
4.3	Audio/Visual Services		
4.4	Computing Support	76,243	
4.5	Ancillary Support (excl. Hospitals)		
4.6	Academic Administration and Personnel Development	251,119	
4.7	Course and Curriculum Development		
5.0	Student Service		
5.1.7100	Student Development	128,285	
5.1.7200	Intercollegiate Athletics	315,890	
5.2	Supplementary Educational Services	60,100	
5.3	Counseling & Career Guidance	47,560	
5.4	Financial Aid Administration	32,290	
5.5	Student Support	799,910	
6.0	Institutional Support		
6.1	Executive Management	184,351	
6.2	Fiscal Operations	52,941	
6.3	General Administrative Services	230,319	
6.4	Logistical Services	104,051	
6.5	Physical Plant Operations	285,044	
6.6	Faculty and Staff Services		
6.7	Community Relations	75,435	
6.9.8600	Building Rental	26,187	
6.9.8300	Equipment Rental	12,098	
7.0	Independent Operations		
8.0	Student Aid		
8.1	Scholarships	233,000	
8.2	Fellowships	68,000	
9.0	Hospitals		
Total Current Funds Expenditures			$5,084,457
Transfers out of Current Fund			51,867
	Mandatory Transfers	51,867	
	Nonmandatory Transfers		
Net Change in Current Funds Balance			123,046
TOTAL			$5,259,370

Procedures

1. Crossover Current Operating Expenditures to the Program Classification Structure.

a. Analyze each institutional account in the current funds group to identify the activities supported by that account. For those institutions that follow the accounting principles and procedures contained in College and University Business Administration (ACE: 1968), or the CUBA Manual, the typical account is coded to include the following types of information:

.the campus of a multicampus system
.the source of funds and fund group
.the college or closely related groups of accounts
.the academic department or equivalent organizational unit
.the CUBA functional classification
.a specific project within the department
.the revenue or expenditure objective classification.

In analyzing the account to determine the activities it supports, one should focus on the academic department, the CUBA functional classification, the specific project, and, in some cases, the source of funding. The user should be able to identify most of the activities associated with each account through the account name and the digits associated with each account.

b. Based on the analysis of activities supported by each account, identify the one activity center within the PCS most appropriately associated with each account. Table 3 will aid the user in making the crossover from the CUBA functional categories to the PCS activity centers. This table does not represent standard crossover procedures. The task force and NCHEMS staff have found standard crossover procedures impossible to develop because of the various ways institutions maintain their accounting data. However, by explicitly defining the endpoints of the crossover procedure (the PCS activity centers), it is hoped that institutions can array their accounting data in a compatible format for data exchange.

c. Create an institutional account/PCS activity center look-up table. (See Table 4.) This table documents steps one and two. Based on the experiences of several institutions, it may take several iterations to get the crossover of accounting data into an acceptable PCS format. A more detailed account analysis may be postponed until a second or third iteration. A look-up table is essential to conducting of such iterations.

d. Transfer the total expenditures recorded in each account to the appropriate PCS activity center identified in step (b). Once an institutional account/PCS activity center look-up table has been created, the total expenditures associated with

TABLE 3: CUBA FUNCTIONAL CATEGORIES/PCS MAPPING CONVENTIONS

CUBA FUNCTIONAL CATEGORY	PCS ACTIVITY CENTER		REMARKS
Instruction and Departmental Research	1.1.xxxx	General Academic Instruction, by HEGIS discipline	Expenditures in these accounts should be mapped to the appropriate HEGIS discipline. Subprogram 1.1 is reserved for HEGIS disciplines coded 100 through 4900. Subprogram 1.2 is reserved for HEGIS disciplines coded 5000 through 5500.
	1.2.xxxx	Occupational and Vocational Instruction, by HEGIS discipline	
	1.3.xxxx	Special Session Instruction, by HEGIS discipline	Special Session expenditures should be mapped to 1.3 and identified by the appropriate HEGIS code wherever possible.
	4.6.xxxx	Academic Administration and Personnel Development, by HEGIS discipline	Any academic administrative activities that are separately budgeted, e.g., an academic dean and his support staff, should be mapped to 4.6 and identified by the appropriate HEGIS code.
	4.7.xxxx	Course and Curriculum Development, by HEGIS discipline	Any course and curriculum development activities that are separately budgeted, e.g., a new Black Studies program, should be mapped to 4.7 and identified by the appropriate HEGIS code.
Organized Activities Related to Educational Departments	1.1.xxxx	General Academic Instruction by HEGIS discipline	If these accounts are related to a single HEGIS discipline, they should be mapped directly to that discipline. If they are related to more than one HEGIS discipline, they should be mapped to 4.5 with the first two digits of the HEGIS code attached wherever possible.
	1.2.xxxx	Occupational and Vocational Instruction, by HEGIS discipline	
	4.5.xxxx	Ancillary Support, by HEGIS discipline category	

TABLE 3 (Continued)

CUBA FUNCTIONAL CATEGORY	PCS ACTIVITY CENTER		REMARKS
Sponsored Research	2.2.xxxx	Individual or Project Research, by HEGIS discipline	These accounts can usually be identified by their source of funding and the specific project title. Excludes departmental research not separately budgeted or financed.
Other Separately Budgeted Research	2.1.xxxx	Institutes and Research Centers, by HEGIS discipline	These accounts can usually be identified by their source of funding and the account title. Excludes departmental research not separately budgeted or financed.
Other Sponsored Programs	3.5	Training Grants	These accounts can usually be identified by their source of funding and the specific project title.
Extension and Public Service	1.4.xxxx	Extension Instruction for Credit, by HEGIS discipline	The accounts that support extension instruction offered for credit should be mapped to 1.4.xxxx. All other accounts should be mapped to the appropriate Public Service subprogram (3.x).
	3.1.xxxx	Community Education, by HEGIS discipline	
	3.2	Community Service	
	3.3	Cooperative Extension Service	
	3.4	Patient Services	Any patient service activities that are separately budgeted, e.g., a speech clinic, should be mapped to 3.4.

TABLE 3 (Continued)

CUBA FUNCTIONAL CATEGORY	PCS ACTIVITY CENTER		REMARKS
Libraries	4.1	Libraries	The accounts that support the general library should be mapped to 4.1. If the library can be identified with a group of disciplines, e.g., Law or Business, the first two digits of the HEGIS code should also be used.
Student Services	5.1.7100	Student Development	The particular activity center may be identified by the source of funds or unique institutional account number.
	5.2.xxxx	Supplementary Educational Service, by HEGIS discipline	
	5.3	Counseling and Career Guidance	
	5.4	Financial Aid Administration	
Operation and Maintenance of Physical Plant	6.5	Physical Plant Operations	
General Administration	6.1	Executive Management	These accounts generally relate to the executive or administrative direction of the institution as a whole.
General Institutional Expenses	4.2	Museums and Galleries	Academic support activities that serve the entire institution should be categorized by appropriate PCS subprogram. If the academic support activity serves only a restricted group of disciplines, then the appropriate HEGIS code should also be attached.
	4.3	Audio/Visual Services	
	4.4	Computing Support	

TABLE 3 (Continued)

CUBA FUNCTIONAL CATEGORY	PCS ACTIVITY CENTER		REMARKS
General Institutional Expenses (Continued)	6.2	Fiscal Operations	
	6.3	General Administrative Services	
	6.4	Logistical Services	
	6.7	Community Relations	
Auxiliary Enterprises	5.1.7200	Intercollegiate Athletics	The particular activity center may be identified by the cource of funds or unique institutional account number.
	5.5	Student Support	
	6.6	Faculty and Staff Services	
	7.0	Independent Operations	
Student Aid	8.1	Scholarships	These accounts consist of the actual dollars of aid distributed to students. Excluded are expenditures for the administration of student aid.
	8.2	Fellowships	
Hospitals	9.0	Hospitals	Expenditures for the entire hospital operation, including patient care services performed in the hospital, should be crossed over to 9.0.

TABLE 4: INSTITUTIONAL ACCOUNT/PCS ACTIVITY CENTER LOOK-UP TABLE*

Institutional Account Code	Institutional Account Name	PCS Code	PCS Activity Center Name
10-0100	College of Arts & Sciences	4.6.0000	Academic Administration, General
10-0103	Department of Mathematics	1.1.1701	General Academic Instruction, Mathematics
21-2100	Student Newspaper	5.1.7110	Social & Cultural Development, Student Activities
10-2200	Remedial Instructional Skill Center	5.2.0000	Supplementary Educational Services, General
23-0104	Waterfowl Migration Study	2.2.0107	Individual or Project Research, Fish, Game & Wildlife Management
26-0308	Bureau of Business Research	2.1.0501	Institutes & Research Centers, Business and Commerce, General
27-0100	European Exposure Program	5.2.0000	Supplementary Educational Services, General
10-0900	Extension Division	1.4.0000	Extension Instruction (for credit)
10-2300	Central Library	4.1.0000	Libraries, General
10-2400	Student Health Service	5.5.7320	Student Support, Health Services
10-2500	Maintenance of Buildings	6.5.8320	Physical Plant Operations, Building Maintenance
10-2604	Vice-President for Business Affairs	6.1.8110	Executive Management, Executive Direction
32-3001	Intercollegiate Athletics	5.1.7200	Intercollegiate Athletics
10-2803	Bulletins & Catalogues	6.3.8220	General Administrative Services, Student Admissions & Records
31-2903	Scholarships	8.1.0000	Student Aid, Scholarships
34-3003	Food Service	5.5.7310	Student Support, Food Services

*Summarized from MICRO-U II, a training document utilized in NCHEMS Training Seminars.

each account may be directly crossed over to the appropriate PCS activity center. Accounts should be crossed over in total, that is, no attempt should be made at this point to distribute the expenditures associated with a single account to more than one activity center. The crossover of expenditures into the appropriate activity centers often will require a direct cost study. For example, instructional/research/public service compensation for the Physics Department, reported in the CUBA Manual category "Instruction and Departmental Research," eventually may be mapped to any or to all of the following activity centers based on the results of a faculty activity analysis:

1.1.1902	General Academic Instruction
1.2.1902	Occupational & Vocational Instruction
1.4.1902	Extension Instruction (for credit)
2.2.1902	Individual or Project Research
4.6.1902	Academic Administration & Personnel Development
4.7.1902	Course & Curriculum Development

Therefore, it is recommended that all expenditures recorded in "Instruction and Departmental Research" be assigned initially to 1.1.XXXX, General Academic Instruction, by discipline, or to 1.2.XXXX, Occupational and Vocational Instruction, by discipline.

2. Display Current Funds Expenditures by ubprogram Within the Program Classification Structure. (See Display Format 17.) When the account crossover is complete, current funds expenditures should be displayed by PCS subprogram. This display format will document how the accounting data is lodged in the PCS prior to conducting activity surveys or other special studies. The results of the activity surveys recommended in Chapter VII may cause a significant shift of dollars among the activity centers.

Transfers out of the current fund should be shown in addition to expenditure data. Subtotals are displayed for mandatory transfers (that is, transfers made to fulfill a legal obligation; for example, debt service) and nonmandatory transfers (that is, transfers for which no obligation is involved; for example, the designation of unrestricted funds to serve as quasi-endowment funds).

Total expenditures and transfers should reconcile with the institution's current funds revenues.

3. Disaggregate Total Expenditures into the Following Objects of Expenditure: Instruction/Research/Public Service Personnel Compensation, Administrative/Support Personnel Compensation, Other Staff Compensation, Supplies and Services Expenditures, Capital Expenditures, and Student Aid.

Two methods may be used:

.Perform the crossover procedure several times, once for each object of expenditure.

.During the initial crossover, assign a digit of the PCS code to serve as the object code. For example, the currently unassigned ninth digit of the PCS code could be used to identify the object of expenditure.

The Cost Finding Principles pilot test showed the first alternative to be the more feasible.

Each of the object categories is defined below. Any expenditure item reported in Display Format 17 must be included in one of these categories.

Instruction/Research/Public Service Personnel Compensation: The total dollar amount, including gross salaries and fringe benefits, paid directly to or on behalf of all personnel who have the majority (50% or more) of their activities in 1.0, 2.0, and 3.0 of the PCS. Fringe benefits are all benefits provided for a particular group of personnel, regardless of whether the benefits or equivalent cash options are available to all personnel. Typical fringe benefits include:

Social Security: If covered by Social Security, include appropriate FICA tax. If covered by an alternative plan, such as PERA, include the appropriate payments. (This definition applies to all types of employees.)

Retirement: Include all contributions made to a retirement fund, such as TIAA/CREF.

Medical Insurance: Include payments made to provide medical insurance to the employee(s).

Life Insurance: Include payments made to provide life insurance to the employee(s).

Guaranteed Disability Income Protection: Include contributions, through insurance or otherwise, for prolonged disability income payments provided such payments do not arise from the accumulation of unused annual sick leave benefits.

Unemployment Compensation: Include payments made under the Unemployment Compensation law.

Workmen's Compensation: Include payments made under Workmen's Compensation laws.

Other benefits in kind with cash options: Include personal benefits in kind with cash options. Included in this category are tuition and housing benefits (for example, tuition waivers). Benefits of a professional nature, (such as convention travel, membership fees, grading assistance, faculty clubs, and so forth) should not be considered fringe benefits unless they are paid directly to the employee. If not so paid, these items should be considered supplies and services.

Administrative/Support Personnel Compensation: The total dollar amount, including gross salaries and fringe benefits, paid directly to or on behalf of all exempt personnel who have the majority (more than 50%) of their activities in 4.0, 5.0, 6.0, and 9.0 of the modified PCS.

Other Staff Compensation: The total dollar amount, including gross salaries and fringe benefits, paid directly to or on behalf of all nonexempt personnel.

All compensation and fringe benefits should be crossed over directly to the academic department or organizational unit to which the individual is assigned. During the Cost Finding Principles pilot test it was found that some institutions do not charge all fringe benefits directly to the organizational units, but rather pool certain fringe benefits at the institutional level. In other cases, certain fringe benefits (for example, retirement benefits) were paid by a state agency for all state employees and the expenditure never flowed through the institutional accounts. In such cases a loading factor must be devised for each category of personnel. This involves several steps:

a. Associate each type of fringe benefit with the appropriate personnel category, that is, instruction/research/public service personnel, administrative/support personnel, and other staff. For example, Social Security is applicable to all employees while retirement benefits are typically restricted to exempt personnel.

b. Assign a portion of each type of fringe benefit to the appropriate personnel category. In some instances the institutional object codes can be used to make this assignment. If this is not possible the assignment should be made on the basis of total salaries.

c. Calculate an average fringe benefits percentage for each category of personnel across the entire institution by dividing gross salaries by the fringe benefits assigned to each personnel category (Table 5).

TABLE 5

FRINGE BENEFITS PERCENTAGES CALCULATED FOR THE TOTAL INSTITUTION

Personnel Category	Fringe Benefits	Gross Salaries	Fringe Benefits Percentage
Instruction/Research/ Public Service	$51,840	$432,000	12%
Administrative/Support	20,440	146,000	14
Other Staff	21,330	237,000	9

TABLE 6

FRINGE BENEFITS PERCENTAGES APPLIED TO THE HISTORY DEPARTMENT

Personnel Category	Gross Salary	Fringe Benefits Percentage	Fringe Benefits	Total Compensation
Instruction/Research/ Public Service	$52,600	12%	$6,312	$58,912
Administrative/Support	-0-	14	-0-	-0-
Other Staff	14,180	9	1,276	15,456

d. Multiply the appropriate fringe benefits percentage times the gross salaries for each personnel category crossed over to each organizational unit (Table 6).

e. Sum the gross salaries and fringe benefits for each personnel category within each organizational unit to arrive at total compensation (Table 6).

Supplies and Services Expenditures: This broad category of expenditures includes all types of current funds expenditures except compensation, capital expenditures, and student aid. A stated purpose of the Information Exchange Procedures project is to calculate direct costs and unit direct costs. To achieve comparable direct cost data, a clear distinction must be made between those expenditures that flow directly to all activity centers and those that are initially assigned to a support program (designated as 4.0, 5.0, and 6.0 in the PCS) and later allocated back to the primary programs. Table 7 illustrates this distinction.

TABLE 7

ASSIGNMENT OF SUPPLIES AND SERVICES TO THE PROGRAM CLASSIFICATION STRUCTURE

Type of Expenditure	Assigned to All Activity Centers	Restricted to the Specified Activity Center
Supplies	X	
Communications	X	
Travel	X	
Other Contractual Services	X	
Noncapital Equipment	X	
Library Services		4.1
Audio/Visual Services		4.3
Academic Computing Services		4.4
Administrative Data Processing		6.3
Purchasing and Storage of Materials		6.4
Transportation Services		6.5
Utilities		6.5
Building Maintenance		6.5
Grounds Maintenance		6.5
Custodial Services		6.5
Building Rental		6.9.8600
Equipment Rental		6.9.8800

Supplies and services that may be assigned directly to any activity center include only the following items of expenditure:

Supplies: Consumable instructional, research, and office supplies and materials.

Communications: Telephone, telegraph, postal, printing, binding, and reproduction services.

Travel: Transportation, food, lodging, and miscellaneous expenses reimbursed to an employee when representing or conducting business for the institution.

Other Contractual Services: All other services procured from outside sources that can be directly identified with a particular activity center, for example, consulting services.

Noncapital Equipment: Those items of property that have an acquisition cost of less than $500 or an expected service life of less than two years.

All other kinds of supplies and services should be crossed over directly to the appropriate support activity centers within PCS programs 4.0 and 6.0.

Current Funds Expenditures for Capital Assets: Includes current operating funds expended for land, improvements to land, buildings, additions to buildings, and equipment with an acquisition cost of $500 or more and an expected life that exceeds two years. All capital expenditures flowing through the current operating funds should be identified during the account crossover and displayed separately by discipline or other organizational unit (see Table 8).

Student Aid: Includes all grants to students that are awarded by and/or administered through the institution. This aid may be federally, state, locally, privately, or institutionally derived. All expenditures for student aid flowing through the current operating funds should be crossed over to one of the following activity centers:

8.1 Scholarships (grants to undergraduate students)
8.2 Fellowships (grants to graduate students)

Direct costs are those categories of expenditures assigned directly to activity centers, consisting of:

Instruction/research/public service personnel compensation
Administrative/support personnel compensation
Other staff compensation
Supplies and services expenditures

TABLE 8

CURRENT FUNDS EXPENDITURES FOR CAPITAL ASSETS

1.0	Instruction	
1.1	General Academic Instruction	$ 49,131
1.2	Occupational & Vocational Instruction	-
1.3	Special Session Instruction	-
1.4	Extension Instruction for Credit	1,080
2.0	Organized Research	
2.1	Institutes & Research Centers	13,049
2.2	Individual or Project Research	6,300
3.0	Public Service	
3.1	Community Education	-
3.2	Community Service	-
3.3	Cooperative Extension Service	-
3.4	Patient Services	-
3.5	Specialized Training Programs	-
4.0	Academic Support	
4.1	Libraries	8,000
4.2	Museums & Galleries	2,853
4.3	Audio/Visual Services	-
4.4	Computing Support	33,990
4.5	Ancillary Support (excl. Hospitals)	-
4.6	Academic Administration and Personnel Development	17,519
4.7	Course and Curriculum Development	-
5.0	Student Service	
5.1.7100	Student Development	11,420
5.1.7200	Intercollegiate Activities	44,670
5.2	Supplementary Educational Services	4,750
5.3	Counseling & Career Guidance	1,400
5.4	Financial Aid Administration	1,100
5.5	Student Support	144,420
6.0	Institutional Support	
6.1	Executive Management	4,803
6.2	Fiscal Operations	3,241
6.3	General Administrative Services	76,330
6.4	Logistical Services	22,046
6.5	Physical Plant Operations	22,500
6.6	Faculty and Staff Services	-
6.7	Community Relations	1,657
9.0	Hospitals	-
TOTAL		$ 470,259

These categories of expenditure have been assigned to activity centers within the Program Classification Structure through the account crossover. Two objects of expenditure, Capital Expenditures and Student Aid, are excluded from the definition of direct costs. Procedures for calculating an annual use charge for capital assets are discussed in Section C. This annual use charge will be included in full costs. The direct costing procedures apply to all activity centers except 7.0 (Independent Operations) and 8.0 (Student Aid).

Table 9 illustrates reconciliation of total expenditures to total direct costs. Note that any additional costs not recorded in the institution's accounting system, but recognized as costs for the purposes of this manual, have been listed as individual reconciling items. Calculated use charges for capital assets and additional fringe benefits paid by a state agency are listed in Table 9. It would be appropriate to include also the costs of any additional services provided by a central administration or state agency that are not formally recorded in the institution's accounting records.

Examples of centrally provided services are purchasing, personnel, payroll, transportation and communication services. Another example of an added cost is imputed costs for donated services. Such costs should not be included in these costing procedures unless their omission would materially affect the costs associated with the final cost objectives.

TABLE 9

RECONCILIATION OF TOTAL EXPENDITURES TO TOTAL DIRECT COSTS

Total Current Funds Expenditures (from Display Format 17)		$5,084,457
LESS:		
Current Funds Expenditures for Capital Assets (Table 8)	$ 470,259	
Independent Operations (activity center 7.0)	-	
Student Aid (sum of activity centers 8.1 and 8.2)	301,000	
Subtotal		(771,259)
ADD:		
Calculated Use Charge for Equipment[1]	$ 243,000	
Calculated Use Charge for Buildings[1]	1,380,000	
Fringe Benefits[2]	-	
Subtotal		1,623,000
TOTAL DIRECT COSTS		$5,936,198

[1] Procedures for calculating an annual use charge for capital assets are discussed in Chapter VI, Section C.

[2] Fringe Benefits expenditures made externally to the institution's accounting system.

CHAPTER VI

SECTION C -- CALCULATED USE CHARGE FOR CAPITAL ASSETS *

The annual cost of any capital asset is defined as the annual depreciation of the asset plus the annual interest foregone on the investment in that asset. Determination of the annual cost of capital assets by the user involves the following steps:

1. Calculating the institution's total investment in capital assets.
2. Estimating the annual depreciation of those capital assets.
3. Computing the annual interest foregone on the total investment.
4. Allocating these costs to users.

See definitions of Land, Buildings, Capital Equipment, Book Value, and Foregone Interest.

Modifications to the Program Classification Structure

A series of activity centers has been added to the Program Classification Structure to account for the cost of capital assets:

6.9.8500 Calculated Use Charge for Buildings: An activity center recommended by the Cost Finding Principles (CFP) task force and adopted by the IEP task force to accumulate a calculated

---

*The recommended procedures and definitions in this section are based upon the Capital Cost Study conducted by Jake Powel and the Operating Capital Cost Study conducted by Dallas Fox, Dan Voich, Jr., and Jim Howell.

cost for the use of institutionally owned buildings. The calculated cost includes estimates of current depreciation and the interest foregone on the capital investment.

6.9.8600 Rental Charge for Buildings: An activity center recommended by CFP and adopted by IEP to accumulate all rental costs for facilities. If facility rental costs are currently charged to the discipline or other organizational unit, it is appropriate to maintain the discipline charges as a subsidiary record so these costs can later be included in the full costs associated with a particular discipline.

6.9.8700 Calculated Use Charge for Equipment: An activity center recommended by CFP and adopted by IEP to accumulate a calculated cost of the use of institutionally owned equipment. The calculated cost includes estimates of current depreciation and the interest foregone on the capital investment.

6.9.8800 Rental Charge for Equipment: An activity center recommended by CFP and adopted by IEP to accumulate all rental costs for equipment. If equipment rental costs are currently charged to the discipline or other organizational unit, it is appropriate to maintain the discipline charges as a subsidiary record so these costs can later be included in the full costs associated with a particular discipline.

1. Calculate an Annual Use Charge for Equipment

The procedures recommended to calculate an annual use charge for institutionally owned capital equipment are:

a. Define the capital equipment inventory base using the following guidelines:

   (1) Expected service life of two years or more.
   (2) Acquisition cost of $500 or more.
   (3) Value equipment items at original cost.
   (4) Consolidate similar capital equipment items.
   (5) Exclude noncapital equipment.
   (6) Exclude fixed equipment.
   (7) Ignore source of funds.
   (8) Include only those capital equipment items purchased within the last 10 year period.

   Identify the capital equipment inventory items with a specific discipline or other organizational unit whenever the accounting records will support this identification. This will result in a more accurate allocation of equipment charges to disciplines in the full-costing phase of IEP.

b. Calculate the annual charge for depreciation by multiplying 10% times the base period inventory as determined in step (a). Do not adjust the inventory for inflation.

c. Calculate the annual foregone interest on the institution's total investment in capital equipment by multiplying 8% times the base period inventory as determined in step (a). Do not adjust the inventory for inflation or prior years' depreciation.

d. Sum the results of steps (b) and (c) and transfer this figure (the annual use charge for equipment) to activity center 6.9.8700, Calculated Use Charge for Equipment. Enter this number in Table 9.

2. Calculate an Annual Use Charge for Buildings

The procedures recommended to calculate an annual use charge for institutionally owned buildings are:

a. Total the historical costs of all buildings (including those purchased or built more than 50 years ago) plus their additions owned by the institution. Disregard the year in which the building or the addition was acquired. (It is assumed that buildings are maintained at their original service value.)

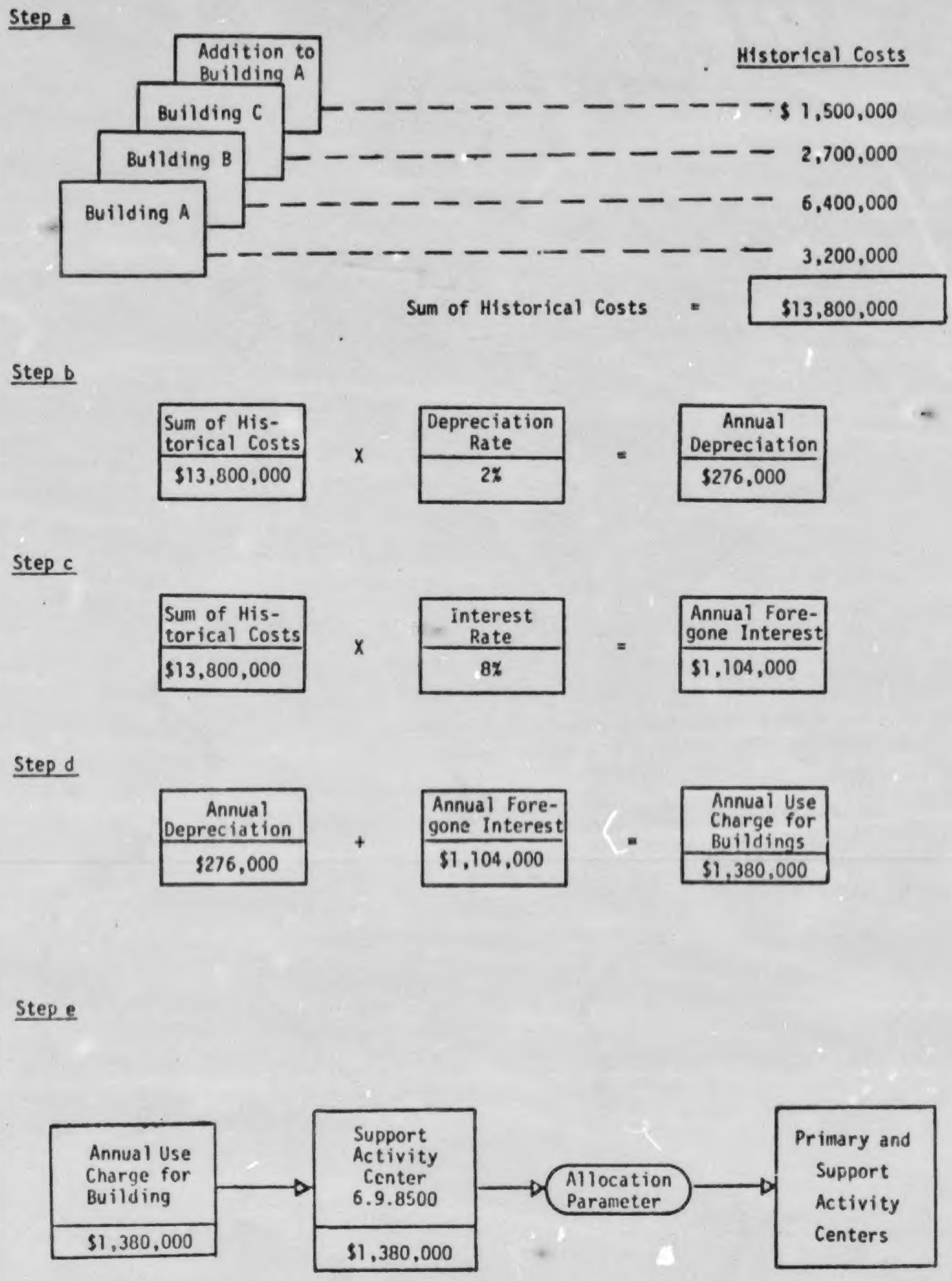
b. Calculate the annual depreciation charge by multiplying 2% times the sum of historical costs as calculated in step (a). Do not adjust the sum of historical costs for inflation.

c. Calculate the annual foregone interest on the institution's total investment in facilities by multiplying 8% times the sum of historical costs as calculated in step (a). Do not adjust the sum of historical costs for inflation or for prior years' depreciation.

d. Sum the results of steps (b) and (c) and transfer this figure (the annual use charge for buildings) to activity center 6.9.8500, Calculated Use Charge for Buildings. Enter this number in Table 9.

Figure 4 illustrates the steps for calculating the annual use charge for buildings.

FIGURE 4 ANNUAL USE CHARGE FOR BUILDINGS


Step a
Addition to Building A
Building C
Building B
Building A
Historical Costs
$ 1,500,000
2,700,000
6,400,000
3,200,000
Sum of Historical Costs = $13,800,000
Step b
Sum of Historical Costs
$13,800,000
X
Depreciation Rate
2%
=
Annual Depreciation
$276,000
Step c
Sum of Historical Costs
$13,800,000
X
Interest Rate
8%
=
Annual Foregone Interest
$1,104,000
Step d
Annual Depreciation
$276,000
+
Annual Foregone Interest
$1,104,000
=
Annual Use Charge for Buildings
$1,380,000
Step e
Annual Use Charge for Building
$1,380,000
Support Activity Center 6.9.8500
$1,380,000
Allocation Parameter
Primary and Support Activity Centers

CHAPTER VII

MEASURES AND PROCEDURES FOR DETERMINING DIRECT COST

SECTION A -- INSTRUCTION/RESEARCH/PUBLIC SERVICE PERSONNEL

The Cost Finding Principles pilot test data have shown that expenditure data as recorded in the accounting system do not reflect the full range of faculty activities. An additional data source is needed if a faculty member's time is to be properly associated with activity centers. The IEP task force and steering committee have recommended conducting a separate survey of faculty activities. The results of such a survey may be used to distribute faculty compensation and FTE service months to the appropriate PCS activity center.

A faculty activity survey should adhere to the following guidelines:

> The survey instrument should reflect an historical account of each faculty member's activities.
>
> The survey instrument should encompass all faculty activities related to the Program Classification Structure.
>
> All faculty activities should be directly mappable to activity centers within the PCS.

> The survey instrument should allow each institution to designate which faculty activities are to be costed.
>
> The survey instrument may be completed by the departmental chairman on behalf of each faculty member or by the faculty member himself to be later verified by his departmental chairman.
>
> Ideally, the survey instrument should be administered for each academic term (including special sessions) within the fiscal year. As a minimum requirement, the survey instrument should be administered at least once during the fiscal year.

Inherent in collecting data for just one term are the assumptions that the activities for one term are similar to activities during the entire year and that the proportion of time allocated to each activity center by instruction/research/public service personnel is approximately constant throughout the length of appointment. The IEP pilot test will further explore the advisability of using one term as a proxy for the entire year. Institutions should use actual term-by-term faculty activity data whenever feasible.

Faculty activity data may be obtained from the departmental chairman or from the individual faculty member through the use of two different survey instruments. In either case, the departmental chairman supervises the administration of the faculty activity survey. He decides which faculty activities are to be costed and to which activity centers those costs are assigned. In one case, he supplies the information in consultation with the faculty member or from his own knowledge of the faculty member's activities. In the other case, the individual faculty member completes a form which is subsequently reviewed by the departmental chairman. Either of these forms is acceptable for Information Exchange Procedures, but the institution must specify which method was used, the Departmental Chairman's Form or the Faculty Activity Analysis. Investigations will be conducted during the pilot test to ascertain the comparability of the information obtained from these two sources.

Departmental Chairman's Report of Faculty Activities

The departmental chairman is primarily responsible for collecting the faculty activity information. If the departmental chairman elects to furnish the activity information, he should complete a Departmental Chairman's Report of Faculty Activities for each individual in the department. (The survey form and the accompanying instructions are included in Appendix D.)

The departmental chairman should complete this form based upon his knowledge of each faculty member's actual activities. In some cases this record may differ from those activities formally assigned to the faculty member at the beginning of the term or the contract period. However, for costing purposes, the task force believes it is important to record the actual activities of faculty members during the term.

The chairman assigns percentages to each activity performed by the faculty member. Fiscal reference codes link the faculty member's activities directly to the budgetary accounts from which the faculty member is paid. For example, if a portion of the faculty member's salary is paid through a research contract, activities related to the research contract can be specifically identified only through use of the fiscal reference code.

Figure 5 is an example of a Departmental Chairman's Report of Faculty Activities for a faculty member in the Business Administration department. The information on this form will be used to illustrate recommended procedures for costing faculty activities. The individual illustrated, Carl Peterson, has a 50% appointment to the instruction program and a 50% appointment as an assistant departmental chairman. Note that the institutional accounting system identifies departmental administration as a separate account. In this example, the survey instrument was administered for the fall term. The survey should be administered for each academic term within the fiscal year; the combined data from all surveys are then used to distribute faculty service months and compensation to appropriate activity centers.

FIGURE 5

DEPARTMENTAL CHAIRMAN'S REPORT OF FACULTY ACTIVITIES

NAME *Carl Peterson* I.D. OR SOCIAL SECURITY NO. *515-40-1670*

FISCAL REFERENCE BLOCK

ORG. UNIT	LENGTH OF CONTRACT	FTE (TERM)	BUDGETARY ACCOUNT NAME	BUDGETARY ACCOUNT NUMBER	SALARY DOLLARS	PCS CODE	REF. CODE
Bus. Ad.	*9 months*	*1.0*	*Admin.* *Instruct.*	*1041121* *1541121*	*$3,300* *$3,300*	*460506* *110506*	*I* *A*

1A. INSTRUCTIONAL ACTIVITIES - CREDIT AND NON-CREDIT COURSES

PCS Do Not Write In This Column (a)	Organizational Unit (b)	Course and Section Number (c)	Section Enrollment (d)	Code R = Remedial E = Extension C = Community Ed. (e)	Credit Hours (f)	Formal Contact Hours (g)	Percentage of Workload (h)	Reference Code (i)
	Bus	*458-10*	*53*		*3*	*3*	*20%*	*A*
	Bus	*458-12*	*39*		*3*	*3*	*20%*	*A*
	Bus	*459-10*	*28*		*3*	*3*	*20%*	*A*
	Bus	*548-10*	*1*		*3*		*2%*	*A*

1B. INSTRUCTIONAL ACTIVITIES NOT RELATED TO COURSES

Activity Description	% of Workload	Reference Code
Advising Students	*8%*	*A*
Course Development	*5%*	*A*

2. ORGANIZED RESEARCH ACTIVITIES

Activity Description	% of Workload	Reference Code

3. PUBLIC SERVICE ACTIVITIES

Activity Description	% of Workload	Reference Code

4. ADMINISTRATIVE AND COMMITTEE ACTIVITIES

Activity Description	% of Workload	Reference Code
Ass't Dept. Chairman	*15%*	*I*
Dean's Committee	*5%*	*I*

5. STUDENT SERVICE ACTIVITIES

Activity Description	% of Workload	Reference Code
Career Counseling	*5%*	*I*

Procedures

1. Assign Compensation and Service Months of Instruction/Research/Public Service Personnel to the Appropriate Activity Centers.

   a. The departmental chairman should specify percentages of time each faculty member devotes to each activity center. Activities may be preprinted on the form by a person with knowledge of the faculty members' activities; the departmental chairman then adds activities that do not appear on the preprinted form and assigns percentages to all activities listed. The percentages on each form should total 100%.

   b. Determine the PCS code to be attached to each line entry, thereby designating the appropriate activity center for each faculty activity. Table 10 specifies the mapping conventions required to transfer the hours reported for the faculty member into the PCS. The mapping conventions are identical regardless of which form is used to collect the faculty activity information. These mapping conventions were developed from NCHEMS experience with the Faculty Activity Analysis pilot test institutions. Note that only a subset of the PCS codes can be used legitimately. This restricted coding scheme substantially reduces the analysis time and sacrifices only a small amount of added information.

TABLE 10

FACULTY ACTIVITY/PCS MAPPING CONVENTIONS

DEPARTMENTAL CHAIRMAN FORM	INDIVIDUAL FACULTY ACTIVITY FORM	ACTIVITIES	PCS CODE	COMMENTS
1A - Instructional Activities - Credit and Noncredit Courses	A.1 Scheduled Teaching	General Academic Instruction	1.1.xxxx.xx	HEGIS disciplines (xxxx) are determined from PCS code column in the Fiscal Reference Block. Course levels are determined by the institutional course number. The following codes are used to indicate course level: 20 - Lower Division 30 - Upper Division 50 - Graduate
		Occupational Vocational Instruction	1.2.xxxx.xx	
		Special Session Instruction	1.3.xxxx.xx	
		Extension Instruction (for credit)	1.4.xxxx.xx	
		Community Education (noncredit)	3.1.xxxx	
		Remedial Instruction (noncredit)	5.2.xxxx	
1B - Instructional Activities Not Related to Courses	A.2 Unscheduled Teaching	Thesis Advising or Committee Participation	1.1.xxxx.xx	HEGIS disciplines (xxxx) are determined from PCS code column in the Fiscal Reference Block.
	A.3 Academic Program Advising	Academic Program Advising	1.1.xxxx.xx 1.2.xxxx.xx	Course level designators should be made in proportion to course level designations in 1A. Use the code (1.1 or 1.2) to reflect the type of program in which the majority of students are advised.
	A.4 Course and Curriculum Research and Development	Course and Curriculum Development	4.7.xxxx	
	B.1 Specific Projects	Departmental Research	1.1.xxxx.xx	Only include activities listed under B.1 that are considered to be departmental research.
2 - Organized Research Activities	B.1 Specific Projects	Specific Research Projects	2.2.xxxx	HEGIS disciplines (xxxx) are determined from PCS code column in the Fiscal Reference Block.
	B.2 General Professional Growth and Development	Institutes and Research Centers	2.1.xxxx 4.7.xxxx	
3 - Public Service Activities	D. Public Service Activities	Community Service	3.2	
		Agriculture and Urban Extension	3.3	
		Patient Services	3.4	
		Training Grants	3.5	

TABLE 10 (Continued)

FACULTY ACTIVITY/PCS MAPPING CONVENTIONS

DEPARTMENTAL CHAIRMAN FORM	INDIVIDUAL FACULTY ACTIVITY FORM	ACTIVITIES	PCS CODE	COMMENTS
4 - Administrative and Committee Activities	C.2 Administrative Duties	Departmental Administration and Committee Work	4.6.xxxx	HEGIS disciplines (xxxx) are determined from PCS code column in the Fiscal Reference Block. Administrative activities contained with the academic department.
	C.3 Committee Participation	School or College Administration and Committee Work	4.6	Administrative activities that relate to more than one department.
5 - Student Service Activities	C.1 Student-Oriented Service	Social and Cultural Student Activities	5.1.7100	
		Intercollegiate Athletics	5.1.7200	
		Personal Counseling and Career Guidance	5.3	

c. Multiply the percentages assigned in step (a) by each individual's total FTE service months, determined by examining the length of contract block and the FTE block at the top of the form (Figure 5). Carl Peterson's workload is 1.0 FTE and his length of contract is 9 months, therefore, his total FTE service months equal 9.0. Since this form reflects only one-half of the service months, 4.5 service months are distributed to the appropriate PCS activity centers. Table 11 illustrates how data from Figure 5 are converted to service months.

d. Multiply the percentages assigned in step (a) by each individual's salary as reported in the fiscal reference block. This weights an individual's effort (as approximated by the time devoted to a particular activity) by his rate of compensation. An individual's rate of compensation should be his gross salary (exclusive of fringe benefits) for the academic term. In the example (Figure 5), the faculty member's salary ($6,600) was reported for the academic term--the same time period covered by the survey instrument. These dollars were then distributed across the percentages assigned in step (a) to arrive at a weighted faculty effort (Table 12, column headed "Faculty Salary Dollars"). If faculty activity data are collected for more than one academic term and the term lengths vary, the faculty member's academic term salary also is the appropriate weighting factor to account for the different term lengths. For example, data collected for a special session (term length = 4 weeks) should be given a smaller weighting than data collected for a regular academic term (term length = 16 weeks).

TABLE 11

PERCENTAGE OF WORKLOAD AND EQUIVALENT SERVICE MONTHS

Name Carl Peterson I.D. or Social Security No. 515-40-1670

Faculty Activity	Percent of Workload	PCS Code	Service Months for Academic Term
Instructional Activity			
Upper Division	60%	1.1.0506.30	2.7
Graduate	2%	1.1.0506.50	.1
Instructional Activity Not Related to Course Work			
Advising Students	8%	1.1.0506.30	.4
Course Development	5%	4.7.0506	.2
Administrative and Committee Meetings			
Assistant Dept. Chairman	15%	4.6.0506	.7
Dean's Committee	5%	4.6.0506	.2
Student Services Activities			
Career Counseling	5%	5.3	.2
TOTALS	100%		4.5 Service Months

TABLE 12

PERCENT OF WORKLOAD WEIGHTED BY FACULTY SALARY DOLLARS

Name Carl Peterson I.D. or Social Security No. 515-40-1670

PCS Code	Percent of Workload	Faculty Salary Dollars
1.1.0506.30	68%	$4,488
1.1.0506.50	2%	132
4.6.0506	20%	1,320
4.7.0506	5%	330
5.3	5%	330
TOTALS	100%	$6,600

e. Accumulate by activity center all faculty salary dollars paid from each departmental budget. At this point in the faculty activity procedures all individual summary data are aggregated into departmental totals. In Table 13 the faculty salary dollars reported in Figure 5 have been merged with all other faculty salaries paid from the departmental budget for business administration. For example, the $4,488 coded 1.1.0506.30 in Table 12 is included in the $15,457 departmental total with the identical code in Table 13. If faculty activity data were collected for more than one academic term during the fiscal year, individual summary data from all academic terms should be merged during this step, with the exception of special session instruction (1.3). Procedures for treating special session faculty activity data are discussed on pages 154-159.

f. Convert the dollars accumulated in step (e) to percentages for each PCS code within each department. This creates a series of percentages, one for each PCS code associated with a department. In Table 13 each line entry was converted to a percentage by dividing the faculty salary dollars for each PCS code by the total faculty salary dollars within the department.

TABLE 13

INDIVIDUAL RECORDS MERGED INTO DEPARTMENTAL TOTALS

DEPARTMENT: BUSINESS ADMINISTRATION					
PCS Code	Fall Term Faculty Salary Dollars	Spring Term Faculty Salary Dollars	Summer Term Faculty Salary Dollars	Total Faculty Salary Dollars	Percent of Total Dollars
1.1.0506.20	$16,866	$14,789	$ --	$31,655	26.0%
1.1.0506.30	15,457	17,472	--	32,929	27.0%
1.1.0506.50	3,754	4,836	--	8,590	7.0%
2.2.0502	1,064	--	--	1,064	.9%
2.2.0506	7,359	9,216	6,047	22,622	18.6%
4.6.0506	7,116	6,138	2,892	16,146	13.2%
4.7.0506	2,199	3,411	1,516	7,126	5.8%
5.1.7100	142	--	--	142	.1%
5.3	695	1,017	--	1,712	1.4%
TOTALS	$54,652	$56,879	$10,455	$121,986	100.0%

g. Aggregate faculty compensation assigned to the discipline during the account crossover. Assume that the following amounts were assigned to the Business Administration discipline during the account crossover:

Academic Instruction	1.1.0506	$100,000
Organized Research	2.2.0506	20,000
Academic Administration	4.6.0506	15,000
	TOTAL	$135,000

Note that the total recorded in the accounting system ($135,000) differs from the total of the individual faculty activity reports ($121,986 from Table 13). This difference can be explained by charges made to the departmental budget that do not necessarily represent faculty salaries (for example, fringe benefits, payments to faculty members on sabbatical leave, and visiting lecturers). Any large difference between these two totals would warrant further investigation.

h. Redistribute the total compensation determined in step (g) by multiplying that total by the series of departmental percentages determined in step (f) (see Figure 6 for an example). This step uses the faculty activity percentages derived from the individual faculty activity reports to redistribute total fiscal year faculty compensation as recorded in the accounting system.

FIGURE 6

REDISTRIBUTION OF FACULTY COMPENSATION

TOTAL FACULTY COMPENSATION AT CROSSOVER	REDISTRIBUTED FACULTY COMPENSATION			
$135,000 →	26.0%	$35,100	to	1.1.0506.20
	27.0%	36,450	to	1.1.0506.30
	7.0%	9,450	to	1.1.0506.50
	.9%	1,215	to	2.2.0502
	18.6%	25,110	to	2.2.0506
	13.2%	17,820	to	4.6.0506
	5.8%	7,830	to	4.7.0506
	.1%	135	to	5.1.7100
	1.4%	1,890	to	5.3

The total dollars devoted to faculty compensation remain constant; only the distribution of dollars to activity centers varies.

i. Enter the results of service-month and compensation calculations in the appropriate columns of Display Formats 18, 19, 21, 22, 23, 24, 25, and 26.

The Individual Faculty Activity Analysis

The NCHEMS Faculty Activity Analysis (FAA) Task Force has designed a survey instrument called the Faculty Activity and Outcome Survey. See the Faculty Activity Analysis Procedures Manual (Manning and Romney, 1973) for a complete description of the Faculty Activity and Outcome Survey and the recommended procedures for using it. This particular survey instrument is not required for analyzing faculty activities, but it is important that any individual faculty activity form used to generate information for IEP contain a set of activities identical to those on the NCHEMS FAA form. It also is necessary to map these activities to the PCS according to the conventions displayed in Table 10. See Appendix D for a sample of the NCHEMS FAA survey form and accompanying instructions.

Figure 7 illustrates an FAA survey instrument completed by a faculty member in the Business Administration department. The information on this form is similar to that on the Departmental Chairman's Report of Faculty Activities in Figure 5, but the faculty member has recorded more activities and has assigned his time in hours rather than percentages to the expanded set of activities. This may result in a slightly different distribution of faculty service months and compensation to the PCS activity centers than that obtained using the Departmental Chairman's Report of Faculty Activities. This illustrates why the institution should use the same form within all departments to collect faculty activity information.

FIGURE 7

FACULTY ACTIVITY AND OUTCOME SURVEY

NAME Carl Peterson I.D. OR SOCIAL SECURITY NO. 515-40-1670

FOR INSTITUTIONAL USE

ADDITIONAL INFORMATION BLOCK								FISCAL REFERENCE BLOCK						
INSTITUTION	TERM	TENURE	YEARS AT INSTITUTION	YEARS IN RANK	PRINCIPAL DEPARTMENT	ADMINISTRATIVE RANK	FACULTY RANK	REF. COL.	FTE (Term)	ACTIVITY	DEPARTMENT/ UNIT	PCS CODE	ACCOUNT NUMBER	SALARY DOLLARS (Term)
State U.	Fall 1973	Yes	15	6	Bus. Ad.	Ast Dept Chm	Prof.	I	.5	Admin.	Bus. Ad.	460506	1041121	$3,300
								A	.5	Instr.	Bus. Ad.	110506	1541121	3,300
									10	Totals				$6,600

INITIAL ESTIMATE OF YOUR OVERALL AVERAGE HOURS PER WEEK 65

Tear Here

SECTION A: TEACHING ACTIVITIES										(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES				
A.1 SCHEDULED TEACHING											(k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (k) + (l) + (m) %	(o) FISCAL REFERENCE DO NOT WRITE IN THIS COLUMN
(a) REGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION #	(d) SECTION		(e) CREDIT HOURS	(f) METHOD OF INSTRUCTION	(g) + (h) + (i) = (j)								
			Enrollment	Code R if Remedial E if Extension			(g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPARATION & ADMINISTRATION						
	Bus.	458-10	53		3	A	3	2	7.5	12.5	75	15		10	A
	Bus.	458-12	39		3	A	3	2	7.5	12.5	75	15		10	A
	Bus.	459-10	28		3	D	3	2	7.5	12.5	75	15		10	A
	Bus.	548-10	1		3	E		.5		.5	65	30		5	A
					SUBTOTAL					38.0					

	(p) LEVEL	(q) ACTIVITY DESCRIPTION						
A.2 UNSCHEDULED TEACHING	F	Discussion with Colleagues	1	100				A
	D	Work with Marginal Students	1	100				A
A.3 ACADEMIC PROGRAM ADVISING	D	Advice Students	.5	100				A
A.4 COURSE AND CURRICULUM RES. & DEVELOP.	E	Explore New Courses	.5	100				A
	F	Develop Curriculum	.5	100				A
		SUBTOTAL	3.5					

FIGURE 7 (Continued)

ACTIVITY			(q) ACTIVITY DESCRIPTION	(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES (k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATIONS OF (k), (l) + (m) %	(o) [illegible]
SECTION B: RESEARCH, SCHOLARSHIP & CREATIVE WORK ACTIVITIES	B.1 SPECIFIC PROJECTS		*Writing Proposals*	.5	30	70			A
			Supervising Research	.5	30	70			A
	B.2 GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT		*Attending Professional Meetings*	.5				100	A
			SUBTOTAL	1.5					

ACTIVITY		CODE LEVEL	(q) ACTIVITY DESCRIPTION	(j)	(k)	(l)	(m)	(n)	(o)
SECTION C: INTERNAL SERVICE ACTIVITIES	C.1 STUDENT-ORIENTED SERVICE		*Recommendations*	.5	100				I
			Meeting with Parents	.5				100	I
			Personal and Career Counseling	.5	100				I
	C.2 ADMINISTRATIVE DUTIES	1	*Administration Policies*	8.0				100	I
		1	*Assessing Faculty Course Loads*	2.0				100	I
		1	*Registration*	1.0				100	I
	C.3 COMMITTEE PARTICIPATION		*Planning Committee*	1.5				100	I
			Dean's Advisory Committee	3.0				100	I
			SUBTOTAL	17					

ACTIVITY		(q) ACTIVITY DESCRIPTION	(j)	(k)	(l)	(m)	(n)	(o)
SECTION D: PUBLIC SERVICE ACTIVITIES	GENERAL PROFESSIONAL SERVICE ADVICE DIRECTED OUTSIDE THE INSTITUTION	*Consulting*	1.0				100	S
		SUBTOTAL	1.0					

AVERAGE HRS/WEEK	61.0

The survey instrument should be administered every term if possible. Each faculty member should complete the form by recording the average hours per week spent in the various types of activities during the academic term. The departmental chairman completes the fiscal reference column (far right-hand column of the form) as he reviews the faculty member's activities. During the chairman's review the activities are linked to the budgetary accounts supporting them. If the departmental chairman decides certain activities are outside the realm of a faculty member's assignment and should not be costed, he indicates this with the appropriate code. For example, the last activity entered on the survey form (Figure 7), Consulting, has been coded "S," meaning that it is supportive of the mission of the institution but not compensated. The IEP project does not utilize the outcomes dimension on the FAA survey instrument although individual institutions may wish to collect this data for internal analysis.

Procedures

1. Assign Compensation and Service Months of Instruction/Research/Public Service Personnel to the Appropriate Activity Centers.

   a. Determine the PCS code for each line entry, thereby designating the appropriate activity center of each faculty activity. The mapping conventions necessary to transfer into the PCS the hours reported by the faculty member are shown in Table 10. Table 14 shows how these mapping conventions are applied to the FAA data reported in Figure 7. Note that the two business courses numbered 458-12, and 459-10 were coded 1.1.0506.30, General Academic Instruction/Business Administration/Upper Division as were "Work with Marginal Students" and "Advise Students." The level code associated with these activities indicates they are directed primarily at the undergraduate student and are supportive of the faculty member's undergraduate scheduled teaching activities. The business course numbered 548-10 is a graduate level course and therefore was coded 1.1.0506.50. "Discussion with Colleagues" is the only unscheduled teaching activity supportive of this graduate teaching. The rest of the PCS coding is fairly straightforward. The "Consulting" activity is not assigned a PCS code because it is outside the faculty member's activities and will not be costed.

TABLE 14

REPORTED HOURS AND APPROPRIATE PCS CODES

Name Carl Peterson I.D. or Social Security No. 515-40-1670

Faculty Activity	Reported Hours	PCS Code
A.1 Scheduled Teaching		
Lower Division		
Upper Division	37.5	1.1.0506.30
Graduate	.5	1.1.0506.50
A.2 Unscheduled Teaching		
Lower Division		
Upper Division	1.0	1.1.0506.30
Graduate	1.0	1.1.0506.50
A.3 Academic Program Advising		
Lower Division		
Upper Division	.5	1.1.0506.30
Graduate		
A.4 Course and Curriculum Res. and Develop.	1.0	4.7.0506
B.1 Specific Projects	1.0	4.6.0506
B.2 General Scholarship and Professional Develop.	.5	4.6.0506
C.1 Student-Oriented Service	1.5	5.3
C.2 Administrative Duties	11.0	4.6.0506
C.3 Committee Participation	4.5	4.6.0506
D General Professional Service/Advice Directed Outside the Institution	1.0	--
TOTALS	61.0	

b. Convert compensated faculty hours to percentages by activity center for each individual. Sum faculty hours by activity center. In the example three activities were coded 1.1.0506.30. The reported hours for each of the three activities are summed (37.5, 1.0, and .5) and the total (39.0) is entered on an individual summary sheet (Table 15) in the column headed "Costable Hours." Likewise, the reported hours for the two activities that were coded 1.1.0506.50 are summed (.5, 1.0) and this total (1.5) is entered on the individual summary sheet. This operation is repeated for all faculty activities that were assigned a PCS code in the previous step. The "Costable Hours" column is then totaled and each entry is converted to a percentage of the total. Note that the total costable hours is 60 whereas the total reported hours was 61.

TABLE 15

COSTABLE HOURS

Name Carl Peterson I.D. or Social Security No. 515-40-1670

PCS Code	Costable Hours	Percent of Total Costable Hours
1.1.0506.30	39.0	65.0%
1.1.0506.50	1.5	2.5%
4 6.0506	17.0	28.3%
4.7.0506	1.0	1.7%
5.3	1.5	2.5%
TOTALS	60.0	100.0%

c. Multiply the percentages derived in step (b) by each individual's total FTE service months. Total FTE service months are determined from the length of appointment block and the FTE block at the top of the FAA form (Figure 7). Carl Peterson's workload is 1.0 FTE and his length of appointment is 9 months. Therefore, his total FTE service months equals 9.0. Since this form represents only one academic term, only 4.5 service months are distributed on the basis of this term's FAA. These service months are distributed across the percentages calculated in step (b). Table 16 shows these calculations.

TABLE 16

COSTABLE HOURS AND EQUIVALENT SERVICE MONTHS

Name Carl Peterson I.D. or Social Security No. 515-40-1670

PCS Code	Costable Hours	Percent of Total Costable Hours	Service Months
1.1.0506.30	39.0	65.0%	2.9
1.1.0506.50	1.5	2.5%	.1
4.6.0506	17.0	28.3%	1.3
4.7.0506	11.0	1.7%	.1
5.3	1.5	2.5%	.1
TOTALS	60.0	100.0%	4.5 Months

d. Multiply the percentages derived in step (b) by each individual's salary as reported in the fiscal reference block. This step weights an individual's effort (as approximated by the time devoted to a particular activity) by his rate of compensation. In the example (Figure 7), the faculty member's salary ($6,600) was reported for the academic term--the same time period covered by the survey instrument. These dollars were then distributed across the percentages calculated in step (b) to arrive at a weighted faculty effort (Table 17, column headed "Faculty Salary Dollars").

Table 17

COSTABLE HOURS WEIGHTED BY FACULTY SALARY DOLLARS

Name Carl Peterson I.D. or Social Security No. 515-40-1670

PCS Code	Costable Hours	Percent of Total Costable Hours	Faculty Salary Dollars
1.1.0506.30	39.0	65.0%	$ 4,290
1.1.0506.50	1.5	2.5%	165
4.6.0506	17.0	28.3%	1,868
4.7.0506	1.0	1.7%	112
5.3	1.5	2.5%	165
TOTALS	60.0	100.0%	$ 6,600

Repeat steps (e) through (h) to merge individual records into departmental totals and redistribute faculty compensation based on the departmental totals.

i. Enter service months and compensation of instruction/research/public service personnel in the appropriate columns of Display Formats 18, 19, 21, 22, 23, 24, 25, and 26.

Faculty Activity Analysis Administered for a Special Session

As stated earlier, the ideal costing procedure is to administer an activity analysis for each academic term in the fiscal year, including the summer terms and other special sessions. The special session instruction (subprogram 1.3) is unique in the Program Classification Structure, having the only activity centers that require cost data to be divided on the basis of time. Special session faculty costs associated with all other PCS activity centers (for example, research, public service, departmental administration) need to be separated from subprogram 1.3 and reported as part of the yearly totals for those activity centers. These costs may be separated by a faculty activity analysis administered during the summer session. Again, either the departmental chairman or the individual faculty member can furnish the data.

2. Assign the Appropriate Instruction/Research/Public Service Personnel Service Months and Compensation to Activity Center 1.3.XXXX.

After faculty activity data are collected, steps (a) through (d) on pages 149-153 should be followed to merge the special session data with the regular academic year data. If Carl Peterson, our fictitious faculty member, taught and conducted research during a special twelve-week summer term, Table 18 would be a summary of his activities as recorded on an individual faculty activity analysis form for the special session.

TABLE 18

SUMMARY FAA DATA FOR SPECIAL SESSION

Name Carl Peterson I.D. or Social Security No. 515-40-1670

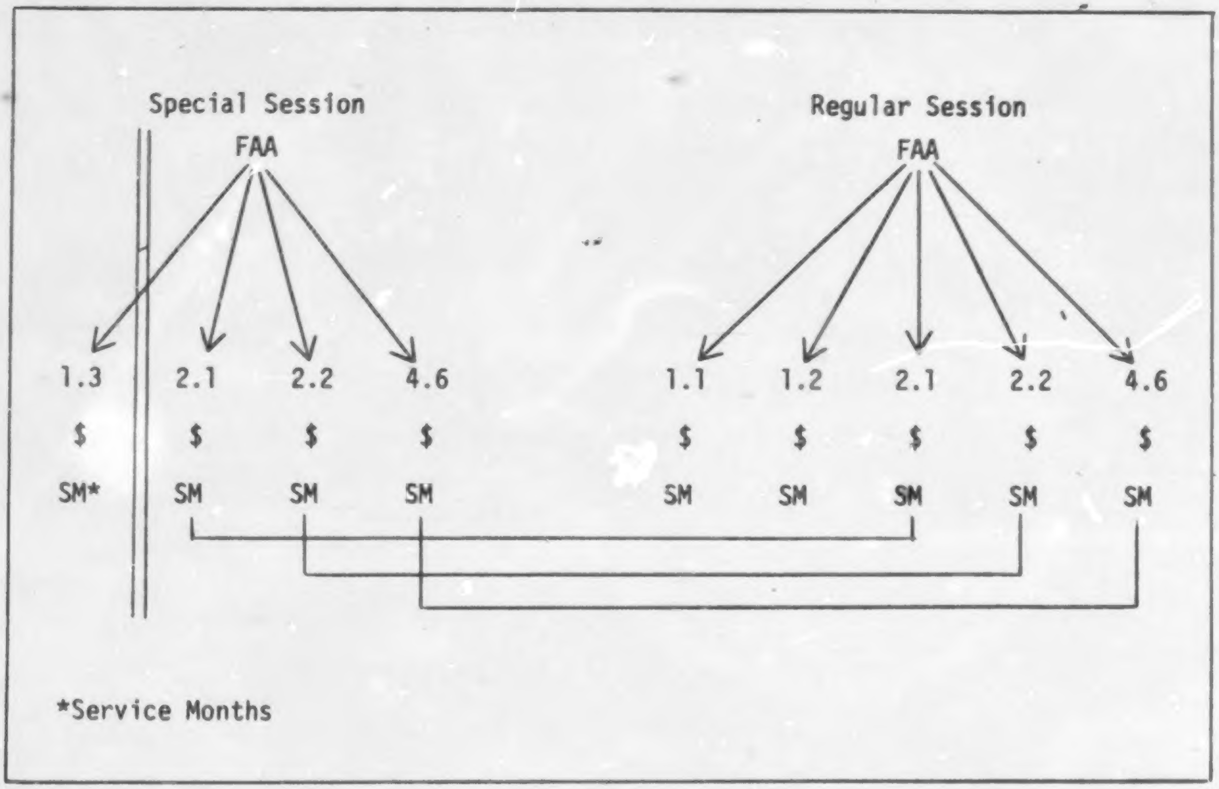
PCS Code	Costable Hours	Percent of Total Costable Hours	Service Months	Faculty Salary Dollars
1.3.0506.20	8.0	14.8%	.4	$ 533
1.3.0506.30	12.0	22.2%	.7	799
2.2.0506	32.0	59.3%	1.8	2,135
4.6.0506	2.0	3.7%	.1	133
TOTALS	54.0	100.0%	3.0	$3,600

e. Merge faculty salary dollars and service months that apply to activity centers other than special session instruction with the regular academic year data (see Figure 8).

For example, the $2,135 coded 2.2.0506 (a research project within the Business Administration department) should be merged into the fiscal year departmental totals as displayed in Table 13. However, the activities identified as special session instruction should be segregated in the activity centers within subprogram 1.3 (special session instruction) and should not be merged with 1.1 and 1.2 data (general academic and occupational and vocational instruction).

FIGURE 8

SPECIAL SESSION DATA MERGED WITH REGULAR ACADEMIC YEAR DATA


Special Session
FAA
1.3
2.1
2.2
4.6
$
SM*
SM
Regular Session
FAA
1.1
1.2
2.1
2.2
4.6
$
SM
*Service Months

175

f. Convert the dollars assigned to special session instruction (1.3) to a series of percentages for each department. The $533 assigned to the activity coded 1.3.0506.20 on Carl Peterson's individual activity report (Table 18) is included in the departmental total of $4,879 (Table 19). Likewise, the $799 coded 1.3.0506.30 is a part of the $6,462 total for the entire department. Each of these departmental totals for lower division, upper division, and graduate special session instruction is then converted to a percentage.

TABLE 19

INDIVIDUAL SPECIAL SESSION FAA

RECORDS MERGED INTO DEPARTMENTAL TOTALS

DEPARTMENT Business Administration

PCS Code	Special Session Faculty Salary Dollars	Percent of Total Dollars
1.3.0506.20	$ 4,879	35.7%
1.3.0506.30	6,462	47.3%
1.3.0506.50	2,317	17.0%
TOTALS	$13,658	100.0%

g. Distribute to course levels the amount of faculty compensation assigned to subprogram 1.3 during the account crossover, based on the percentages derived in step (f).

FIGURE 9

DISTRIBUTION OF SPECIAL SESSION

FACULTY COMPENSATION TO COURSE LEVEL

Special Session Faculty Comp. at Crossover	Distributed to Course Level			
$15,286	35.7%	$5,457	to	1.3.0506.20
	47.3%	7,230	to	1.3.0506.30
	17.0%	2,599	to	1.3.0506.50

h. Enter the service months and compensation associated with Special Session Instruction (1.3) in Display Format 20.

The above procedures take the total faculty dollars as recorded in the accounting system and distribute that total to course level on the basis of a special session faculty activity report. Summer sessions typically are budgeted as if they were self-supporting operations.

Accounting system records normally reflect only the additional out-of-pocket costs of running the summer term. The full costs of the support staff and supplies and services for the summer term rarely are reflected in the summer school account. Therefore, any unit costs calculated for the summer term approximate incremental costs rather than average costs. For this reason, it would be inappropriate to combine summer session cost data with the costs generated in the regular academic year.

CHAPTER VII

SECTION B -- ADMINISTRATIVE/SUPPORT PERSONNEL

Administrative/support personnel are those exempt personnel with majority of their activities (more than 50%) in programs 4.0, 5.0, 6.0, and 9.0.

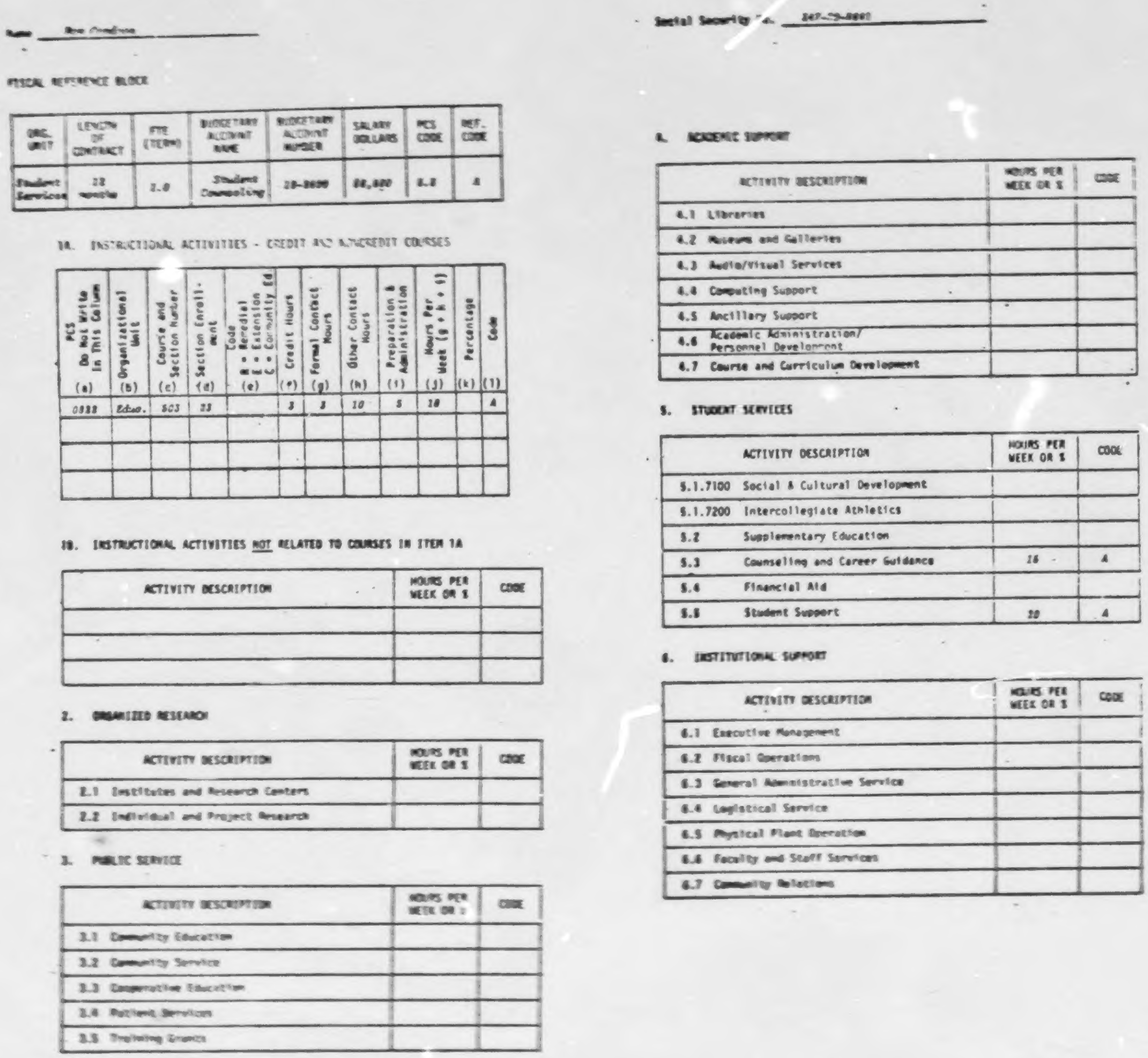
The Administrative/Support Personnel Activity Survey form has been designed to aid in the process of distributing service months and dollars to the appropriate activity centers of the PCS. This form should be preprinted with the assignment of each administrative/support personnel as shown in the accounting and personnel records. Either the supervisor or the individual staff member may check the forms and make additions and corrections to reflect actual activities. Ideally, this form should be completed every term, but this manual specifies one term, fall or spring, as the minimum requirement. Service months and compensation for the entire fiscal year then will be distributed according to the set of percentages developed using one term's data. If accounting data and personnel records reflect actual activities, service months and compensation may be compiled directly from those sources.

The IEP pilot test will explore further the use of the administrative/support activity analysis, its feasibility and the magnitude of the resulting shift in dollars and service months within the Program Classification Structure. After the pilot test specific procedures will be recommended for exchange in this area.

FIGURE 10

ADMINISTRATIVE/SUPPORT ACTIVITY SURVEY

Instructions: Enter the appropriate hours per week or percentage of time spent on each activity group listed on this form. Before completing the form read the detailed activities descriptions which appear on the following pages.



Name [illegible]

Social Security No. [illegible]

FISCAL REFERENCE BLOCK

ORG. UNIT	LENGTH OF CONTRACT	FTE (TERM)	BUDGETARY ACCOUNT NAME	BUDGETARY ACCOUNT NUMBER	SALARY DOLLARS	PCS CODE	REF. CODE
Student Services	12 months	1.0	Student Counseling	[illegible]	[illegible]	5.3	4

1A. INSTRUCTIONAL ACTIVITIES - CREDIT AND NONCREDIT COURSES

PCS Do Not Write In This Column (a)	Organizational Unit (b)	Course and Section Number (c)	Section Enrollment (d)	Code R = Remedial E = Extension C = Community Ed (e)	Credit Hours (f)	Formal Contact Hours (g)	Other Contact Hours (h)	Preparation & Administration (i)	Hours Per Week (g + h + i) (j)	Percentage (k)	Code (l)
[illegible]	Educ.	503	23		3	3	10	5	18		4

1B. INSTRUCTIONAL ACTIVITIES NOT RELATED TO COURSES IN ITEM 1A

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE

2. ORGANIZED RESEARCH

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
2.1 Institutes and Research Centers		
2.2 Individual and Project Research		

3. PUBLIC SERVICE

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
3.1 Community Education		
3.2 Community Service		
3.3 Cooperative Education		
3.4 Patient Services		
3.5 Training Grants		

4. ACADEMIC SUPPORT

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
4.1 Libraries		
4.2 Museums and Galleries		
4.3 Audio/Visual Services		
4.4 Computing Support		
4.5 Ancillary Support		
4.6 Academic Administration/ Personnel Development		
4.7 Course and Curriculum Development		

5. STUDENT SERVICES

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
5.1.7100 Social & Cultural Development		
5.1.7200 Intercollegiate Athletics		
5.2 Supplementary Education		
5.3 Counseling and Career Guidance	16	4
5.4 Financial Aid		
5.5 Student Support	20	4

6. INSTITUTIONAL SUPPORT

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
6.1 Executive Management		
6.2 Fiscal Operations		
6.3 General Administrative Service		
6.4 Logistical Service		
6.5 Physical Plant Operation		
6.6 Faculty and Staff Services		
6.7 Community Relations		

Procedures

1. Assign Compensation and Service Months of Administrative/Support Personnel to the Appropriate Activity Centers.

    a. Determine the PCS code to be attached to each line entry, thereby designating the appropriate activity center for each recorded activity. The form has been designed to provide easy mapping to the PCS. Section 2 (Organized Research) through Section 6 (Institutional Support) will map directly to a PCS subprogram as indicated on the form. Sections 1A and 1B on the form are mapped to the PCS in the same way as faculty activities, using the mapping conventions outlined in Table 10.

    b. Convert costable hours to percentages by activity center for each individual. Sum hours by activity centers. The reported hours for each activity center are entered on an individual summary sheet in the column headed "Costable Hours." The "Costable Hours" column is then totaled and each of the entries converted to a percentage of the total (Table 20).

    c. Multiply the percentages derived in step (b) by each individual's total FTE service months. Total FTE service months is determined from the length of contract block and the FTE block at the top of the survey form. Ron Cordova's workload is 1.0 FTE and his

TABLE 20

DISTRIBUTION OF SERVICE MONTHS TO ACTIVITY CENTERS

Name: Ron Cordova

Social Security No.: 347-29-8641

Total Service Months 12.0

PCS Code	Costable Hours	% Of Time	Service Months
1.1.0822.50	18	34%	4.1
5.3	15	28%	3.4
5.5	20	38%	4.5
Totals	53	100%	12.0

contract is for 12 months. Therefore, his total FTE service months equals 12.0. These service months then are distributed across the percentages calculated in step (b) (see Table 20).

d. Multipy the percentage of costable hours assigned to each PCS code by the individual's salary as shown in the fiscal reference block. (See Table 21). (Example: $6,500 from Figure 10).

TABLE 21

COSTABLE HOURS WEIGHTED

BY INDIVIDUAL'S SALARY DOLLARS

Name Ron Cordova Social Security No. 347-29-8641

PCS Code	Costable Hours	Percent of Total Costable Hours	Salary Dollars
1.1.0822.50	18	34%	$ 2,210
5.3	15	28%	1,820
5.5	20	38%	2,470
TOTALS	53	100%	$ 6,500

e. Accumulate by activity center all salary dollars paid to administrative/support personnel from each organizational unit's budget. (Example: Table 21).

f. Convert the dollars accumulated in step (e) to percentages for each PCS code within each organizational unit.

TABLE 22

INDIVIDUAL RECORDS MERGED INTO ORGANIZATIONAL UNIT TOTALS

ORGANIZATIONAL UNIT STUDENT COUNSELING

PCS Code	Salary Dollars	Percent of Total Salary Dollars
1.1.0822.50	$ 2,210	9.5%
1.1.2004.30	2,800	12.0%
2.2.2204	1,740	7.5%
5.1.7100	1,408	6.0%
5.2.1501	2,037	8.8%
5.3	10,615	45.6%
5.5	2,490	10.6%
TOTALS	23,300	100.0%

g. Redistribute the total fiscal year compensation paid to administrative/support personnel that was crossed over to the appropriate PCS code for the organizational unit during the account crossover by using the percentages arrived at in step (f). (See Figure 11.)

FIGURE 11

REDISTRIBUTION OF ADMINISTRATIVE/SUPPORT PERSONNEL COMPENSATION

Total Administrative/ Support Personnel Compensation at Crossover		Redistributed Administrative/ Support Personnel Compensation		
$47,560	9.5%	$4,518	to	1.1.0822.50
	12.0%	5,707	to	1.1.2204.30
	7.5%	3,567	to	2.2.2004
	6.0%	2,854	to	5.1.7100
	8.8%	4,185	to	5.2.1501
	45.6%	21,687	to	5.3
	10.6%	5,042	to	5.5

h. Enter the service months and compensation of the administrative/ support personnel in the appropriate columns of Display Formats 18, 19, 21, 23, 24, 25, and 26.

CHAPTER VII

SECTION C -- OTHER STAFF COMPENSATION AND SUPPLIES AND SERVICES

Procedures

1. Assign Other Staff Service Months and Compensation to the Appropriate Activity Centers.

See definitions of Other Staff, Compensation, Service Months, and Appendix B: Program Classification Structure Activity Centers.

a. Distribute other staff service months and compensation across activity centers on the basis of the institutional accounting data and personnel records. In the instructional activity centers the service months and compensation should be distributed to the appropriate discipline. For example, if two secretaries are paid from funds budgeted to the History Department, their compensation would be assigned to the instructional History discipline (1.1.2205).

The crossover procedures discussed at the beginning of this chapter should be followed when making these assignments. Generally, other staff can be matched quite readily on a one-to-one basis to the appropriate activity centers. Occasionally a staff member has a joint appointment that would require dividing the individual's compensation and service months among two or more activity centers. If this is common, the institution may conduct an historical activity analysis for its nonexempt personnel. This is rarely done except in the case of large research-oriented organizations where such analysis has substantial implications for indirect cost recovery.

b. After completing step (a) compensation and service months are assigned to the appropriate activity center, with the exception of compensation assigned to instructional activity centers. Instructional activity centers specify discipline _and_ course level. Distributions of other staff compensation to disciplines was done in step (a) according to the institutional accounting records. Distribution of other staff compensation to _course level_ requires that the accounting dollars be spread to course level on the basis of the _percentage of the total faculty compensation_ associated with each course level.

c. Enter the appropriate service months and compensation in Display Formats 18 through 26.

2. Assign Supplies and Services Expenditures to the Appropriate Activity Centers.

These expenditure categories should be assigned to the activity centers on the basis of accounting data or a separate study that reflects their actual use. If actual use data are available through institutional records or separate analyses, items of expenditure should be distributed on the basis of this data rather than on the basis of professional compensation as outlined below.

As in step 1, two procedures are necessary for distributing these costs to activity centers.

See definition of Supplies and Services and Appendix B: Program Classification Structure Activity Centers.

a. Distribute expenditures for supplies and services across activity centers on the basis of the institutional accounting data.

b. Within each instructional discipline distribute expenditures for supplies and services to course levels on the basis of the percentage of the total faculty compensation associated with each course level.

c. Enter the appropriate supplies and services expenditures in Display Formats 18 through 26.

3. Display the Total Direct Cost by Object of Expenditure for each Activity Center.

Here the institution displays direct costs by the following objects of expenditure:

1. Instruction/Research/Public Service Compensation.
2. Administrative/Support Compensation.
3. Other Staff Compensation.
4. Supplies and Services Expenditures.

In Display Formats 18 through 26 sum columns (d), (f), (h), and (i), and enter the total in column (j) for each activity center.

CHAPTER VII

SECTION D -- UNIT DIRECT COST BY DISCIPLINE

General

At this point in the costing process all direct costs have been assigned to appropriate activity centers by a set of conventions specified in Sections A, B, and C. These costs are referred to as direct costs. Once direct costs have been segregated by activity center they may be expressed as absolute dollars (for example, $16,000 in the lower division physics discipline) or the direct costs may be divided by some specified unit of activity or outcome to arrive at the direct cost per unit. Typical units are the semester credit, the contact hour, the full-time equivalent student, and the full-time equivalent professional. As stated in Chapter V, this manual will use semester credits attempted for the instruction (for credit) subprograms (1.1, 1.2, 1.3, 1.4) and the continuing education unit for subprograms 3.1, Community Education, and 5.2, Supplementary Education. Procedures for calculating these units were described in Chapter V.

The following sample display formats illustrate the information determined in Chapter V and Chapter VII, Sections A through D.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 18

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
GENERAL ACADEMIC INSTRUCTION ACTIVITY CENTERS (1.1.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K)Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				
0401.20	Biology-LD	14.14	$24,621	-	-	7.23	$4,551	$3,840	$33,012	802	$ 41.16
0402.20	Botany-LD	6.43	11,191	-	-	3.63	2,276	1,920	15,387	269	57.20
0402.30	Botany-UD	10.28	17,906	-	-	5.24	3,287	2,773	23,966	270	88.76
0402.50	Botany-GD	8.99	15,668	-	-	4.41	2,781	2,346	20,795	94	221.22
0407.20	Zoology-LD	12.78	22,382	-	-	5.24	3,287	2,773	28,442	395	72.00

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 19

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
OCCUPATIONAL AND VOCATIONAL INSTRUCTIONAL ACTIVITY CENTERS (1.2.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K)Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				
				NO ENTRIES							

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 20

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
SPECIAL SESSION INSTRUCTION (1.3.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K)Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				
				NO	*ENTRIES*						

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 21

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
EXTENSION (FOR CREDIT) INSTRUCTION ACTIVITY CENTERS (1.4.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K)Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				
1.4.0000	*Extension*	*45.34*	*$78,496*			*13.55*	*$8,976*	*$7,487*	*$94,959*	*2,113*	*$44.94*

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 22

FINANCIAL AND RESOURCE MEASURES

DIRECT COSTS
INSTITUTES AND RESEARCH CENTERS ACTIVITY CENTER (2.1.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**		
2.1.0501	*Bureau of Business Research*	*24.13*	*$36,200*			*17.31*	*$10,000*	*$3,300*	*$49,500*

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 23

FINANCIAL AND RESOURCE MEASURES

DIRECT COSTS
INDIVIDUAL AND PROJECT RESEARCH ACTIVITY CENTER (2.2.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**		
2.2.0107	*Waterfowl Migration Project*	*20.67*	*$31,000*			*17.65*	*$10,200*	*$6,600*	*$47,800*
2.2.0422	*Mutation Recurrence Project*	*14.67*	*22,000*			*10.56*	*6,100*	*8,215*	*36,315*

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 24

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

COMMUNITY EDUCATION (3.1.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs	(K) Continuing Education Units	(L) = (J ÷ K) Cost per CEU
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				
3.1.0000	Central Coord.	7.14	$10,704	-	-	2.12	$1,224	$1,021	$12,949	-	-
3.1.0502	Accounting Seminar	.91	1,364	-	-	-	-	-	1,364	34	$40.11
3.1.0509	Marketing Colloq.	.65	980	-	-	-	-	-	980	20	49.00
3.1.0802	Ed. Short Course	1.04	1,553	-	-	-	-	-	1,553	26	59.73
3.1.1902	High School Prep.	2.94	4,420	-	-	-	-	-	4,420	116	38.10

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 25

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES
SUPPLEMENTARY EDUCATION (5.2.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs	(K) Continuing Education Units	(L) = (J ÷ K) Cost per CEU
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				
5.2.0000	*Remedial Skills Center*	-	-	14.67	$22,000	.50	$2,550	$4,000	$28,550	527	$54.17
5.2.0090	*European Exposure Program*	-	-	11.00	16,500	.95	5,100	5,200	26,800	442	60.63

* Service Months
**Compensation

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 26

FINANCIAL AND RESOURCE MEASURES

DIRECT COSTS IN OTHER ACTIVITY CENTERS

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers	Measures	Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Cost
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**		
3.2.0000	*Community Service (Central)*	-	-	3.81	$ 5,730	3.5	$ 2,040	$ 1,220	$ 8,990
3.2.0502	*Accounting Seminar*	1.2	$1,818	-	-	-	-	-	1,818
3.2.1501	*Literary Review*	1.1	1,707	-	-	-	-	-	1,707
3.2.2205	*History Review*	1.0	1,523	-	-	-	-	-	1,523
4.1.0000	*Libraries*	-	-	14.4	21,600	21.2	12,240	1,425	35,265
4.1.0050	*Libraries*	-	-	9.6	14,400	63.6	36,720	87,910	126,077

* Service Months
**Compensation

Procedures

1. Calculate Unit Direct Costs by Discipline for the Instructional Activity Centers (Subprograms 1.1, 1.2, 1.3, and 1.4).

The calculation of unit direct cost by discipline involves dividing the direct costs (determined in Section C) for each instructional activity center by the total semester credits attempted in that activity center. The result of this calculation is the unit direct cost in each activity center.

The following formula can be applied to obtain unit direct cost in the instructional activity centers:

$$\frac{\text{Direct Costs}}{\text{Semester Credits}} = \frac{\begin{array}{c}\text{Direct Cost}\\ \text{by Course Level within each Discipline}\end{array}}{\begin{array}{c}\text{Total Semester Credits Attempted at}\\ \text{that Course Level within the Discipline}\end{array}} = \begin{array}{c}\text{Unit Direct Costs}\\ \text{by}\\ \text{Activity Centers}\end{array}$$

In Column (L) of Display Formats 18, 19, 20, and 21 enter the unit direct cost for each instructional activity center.

2. Calculate Unit Direct Costs by Discipline for Activity Centers within Subprograms 3.1 and 5.2.

This calculation is similar to the one specified in the above procedure:

$$\underline{\text{Direct Costs}} = \begin{array}{c}\text{Continuing}\\ \text{Education}\\ \text{(C.E.U.)}\end{array} \quad \frac{\text{Direct Costs by Discipline}}{\begin{array}{c}\text{Total C.E.U.s Awarded}\\ \text{Within the Discipline}\end{array}} = \begin{array}{c}\text{Unit Direct Costs}\\ \text{by}\\ \text{Activity Centers}\end{array}$$

Enter the unit direct cost for each noncredit instructional activity center in Column (L) of Display Formats 24 and 25.

CHAPTER VII

SECTION E -- UNIT DIRECT COST BY PROGRAM

Unit direct cost by program will be calculated for each student level and student program at the institution. Four procedures are used to provide this information:

1. Develop an instructional work load matrix.

2. Convert the unit direct costs by discipline to total direct costs by student program and student level.

3. Determine the unit direct cost by program.

4. Display the unit direct cost by program.

A sample display format showing the information obtained from the procedures in the section follows.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 27

FINANCIAL AND ACTIVITY MEASURES

DIRECT COST AND UNIT DIRECT COST BY PROGRAM

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

STUDENT PROGRAMS					(F) = (D ÷ E) Cost Per Program Semester Credit
(A) Code	(B) Program Name	(C) Student Level	(D) Program Costs	(E) Number of Semester Credits	
2205.20	*History*	*LD*	*$46,645*	*1,111*	*$41.98*
1501.20	*English*	*LD*	*36,131*	*871*	*41.48*
0401.20	*Biology*	*LD*	*32,403*	*629*	*51.52*
1905.20	*Chemistry*	*LD*	*26,069*	*479*	*54.42*

Procedures

1. Develop an Instructional Work Load Matrix.

The development of an instructional work load matrix (IWLM) requires calculation of the semester credits attempted in each discipline and course level generated by a student major in each student program and student level. The IWLM is used to develop direct costs by student program and student level. It shows the current relationships between student programs and instructional activity centers that provide instruction to students. Only the semester credits attempted in subprograms 1.1 and 1.2 should be used in the development of the instructional work load matrix.

An IWLM is built by analyzing student registration records for a specific period of time, counting the number of semester credits attempted by each student in each program from each instructional discipline or department. Thus, an IWLM for lower division student programs for a particular college might look like Table 23.
In the example, one would determine through an analysis of student records that lower division student majors enrolled in the history program attempted a total of 259 semester credits in lower division history discipline courses, 74 semester credits in lower division biology discipline courses, 111 semester credits in lower division physical education courses, and 15 semester credits in upper division

TABLE 23

INSTRUCTIONAL WORK LOAD MATRIX
LOWER DIVISION STUDENT PROGRAMS

Activity Centers			Programs									
	Name	Codes	History	English	Biology	Chemistry	Physics	Elem. Ed.	Business	Undecided Sci./Math	Undecided Humanities	Totals
LOWER DIVISION DISCIPLINES	History	1.1.2205.20	259	162	63	32	21	224	96	74	148	1079
	English	1.1.1501.20	207	203	63	48	32	336	96	111	170	1266
	Math.	1.1.1701.20	111	87	67	80	63	280	128	192	80	1088
	Biology	1.1.0401.20	74	87	63	48	19	168	51	126	80	716
	Botany	1.1.0402.20	15	6	63	6	0	56	6	59	11	222
	Zoology	1.1.0407.20	30	12	84	6	2	56	13	111	16	330
	Chemistry	1.1.1905.20	15	6	42	96	44	0	6	96	5	310
	Physics	1.1.1902.20	0	0	8	35	63	0	0	44	0	150
	Elem. Ed.	1.1.0802.20	74	58	0	0	0	168	0	0	69	369
	Sec. Ed.	1.1.0803.20	59	64	42	32	8	0	96	74	58	433
	Phys. Ed.	1.1.0835.20	111	87	63	48	32	168	96	111	80	796
	Accounting	1.1.0502.20	30	0	0	0	0	0	128	0	0	158
	Economics	1.1.2204.20	111	87	63	48	32	168	128	111	80	828
	Marketing	1.1.0509.20	0	0	0	0	0	0	96	0	0	96
		Subtotals	1096	859	621	479	316	1624	940	1109	797	7841
UPPER DIVISION DISCIPLINES	History	1.1.2205.30	15									15
	English	1.1.1501.30		12								12
	Math.	1.1.1701.30			4							0
	Botany	1.1.0402.30			4							4
	Zoology	1.1.0407.30										4
	Chemistry	1.1.1905.30										0
	Physics	1.1.1902.30										0
	Elem. Ed.	1.1.0802.30						56				56
	Sec. Ed.	1.1.0803.30										0
	Phys. Ed.	1.1.0835.30										0
	Accounting	1.1.0502.30							19			19
	Economics	1.1.2204.30										0
	Marketing	1.1.0509.30										0
		Subtotals	15	12	8			56	19			110
	Annual Semester Credit Total		1111	871	629	479	316	1680	959	1109	797	7951

history discipline courses. In all, as indicated in Table 23, lower division student majors in this history program attempted 1111 semester credits. In this step develop an instructional work load matrix that displays semester credits for each student level, lower division, upper division, first professional, graduate I, and graduate II, using the following steps:

a. Sort all student records by student program and student level.

b. Sort all semester credits attempted by discipline and course level within each category of student program and student level.

c. Enter the appropriate semester credits attempted in the IWLM.

A list of disciplines is found in the HEGIS Taxonomy in Appendix C. This list should be used to identify student programs available at the institution. If the institution finds this list inadequate to distinguish some specific programs, it may use the first unassigned code within each major group of student programs and specify the name of the program. For example, a program in Marshland Management could be coded 0118, the first unassigned code within the Agriculture and Natural Resources (0100) group.

2. Convert the Unit Direct Costs by Discipline to Total Direct Costs for Semester Credits by Student Program and Student Level.

The unit costs by discipline for subprogram 1.1 and 1.2 were determined in Section D and are displayed in Display Formats 18 and 19. Multiply the unit costs by discipline for each activity center by the semester credit totals for each student program and activity center as displayed in the IWLM (see Table 24).

TABLE 24

CONVERTING UNIT DIRECT COST BY DISCIPLINE SEMESTER CREDIT TO DIRECT COST PER PROGRAM

Disciplines	(A) Total Semester Credit Hours Generated by History Majors (From Table 23)	(B) Unit Cost by Discipline (From Display Format 18)	(C) Direct Cost for History Majors (A x B)
Lower Division History	259	38.04	$9,853
Lower Division English	207	35.79	7,408
Lower Division Biology	74	41.16	3,046

Display results from step 2 in a matrix which shows total dollars attributed to student program and student level by activity center (see Table 25)

TABLE 25

TOTAL SEMESTER CREDIT COST BY PROGRAM
LOWER DIVISION STUDENT PROGRAMS

	Activity Centers		Programs									
	Name	Codes	History	English	Biology	Chemistry	Physics	Elem. Ed.	Business	Undecided Sci./Math	Undecided Humanities	Totals
LOWER DIVISION DISCIPLINES	History	1.1.2205.20	$ 9,853	$ 6,163	$ 2,394	$ 1,216	$ 798	$ 8,512	$ 3,648	$ 2,912	$ 5,624	$ 41,120
	English	1.1.1501.20	7,408	7,265	2,255	1,718	1,145	12,028	3,437	3,974	6,086	45,136
	Math.	1.1.1701.20	4,693	3,890	2,995	3,576	2,816	12,516	5,722	8,582	3,576	48,366
	Biology	1.1.0401.20	3,046	3,581	2,593	1,978	783	6,922	2,101	5,191	3,296	29,491
	Botany	1.1.0402.20	858	343	3,604	343	0	3,203	343	629	629	9,952
	Zoology	1.1.0407.20	2,160	864	6,048	432	144	4,032	936	1,152	1,152	16,920
	Chemistry	1.1.1905.20	1,203	481	3,369	7,699	3,529	0	481	7,699	401	24,862
	Physics	1.1.1902.20	0	0	745	3,262	5,872	0	4,101	0	0	13,980
	Elem. Ed.	1.1.0802.20	2,567	2,012	0	0	0	5,830	0	0	2,394	12,803
	Sec. Ed.	1.1.0803.20	2,503	2,715	1,782	1,357	339	0	4,070	3,138	2,459	18,363
	Phys. Ed.	1.1.0835.20	5,722	4,485	3,247	2,472	1,648	8,652	4,944	5,717	4,120	41,007
	Accounting	1.1.0502.20	1,247	0	0	0	0	0	5,321	0	0	6,568
	Economics	1.1.2204.20	4,661	3,653	2,645	2,010	1,344	7,056	5,376	4,662	3,360	34,773
	Marketing	1.1.0509.20	0	0	0	0	0	0	4,550	0	0	4,550
		Subtotals	45,921	35,452	31,677	26,069	18,418	68,751	45,030	43,556	33,097	347,791
UPPER DIVISION DISCIPLINES	History	1.1.2205.30	724									724
	English	1.1.1501.30		679								679
	Math.	1.1.1701.30										
	Botany	1.1.0402.30			355							355
	Zoology	1.1.0407.30			371							371
	Chemistry	1.1.1905.30										
	Physics	1.1.1902.30										
	Elem. Ed.	1.1.0802.30						2,993				2,993
	Sec. Ed.	1.1.0803.30										
	Phys. Ed.	1.1.0835.30										
	Accounting	1.1.0502.30							1,164			1,164
	Economics	1.1.2204.30										
	Marketing	1.1.0509.30										
		Subtotals	724	679	726	0	0	2,993	1,164	0	0	6,286
	Total Program Cost		$46,645	$36,131	$32,403	$26,069	$18,418	$71,744	$46,194	$43,556	$33,097	$354,0[illegible]

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3. Determine the Unit Direct Costs by Program Semester Credit.

Divide the total dollars for each student program as shown in the row "Total Program Cost" of Table 25 by the annual semester credit total for that program as shown in Table 24. Table 26 illustrates this procedure.

TABLE 26

COMPUTATION OF UNIT DIRECT COST BY PROGRAM

	(A) Total Semester Credits by Program (From Table 23)	(B) Total Dollars for Program (From Table 25)	(C) Cost per Semester Credit by Student Program and Student Level (B ÷ A)
Lower Division History	1111	$46,645	$41.98
Lower Division English	871	36,131	41.48
Lower Division Biology	629	32,403	51.52

Repeat this step for upper division, first professional, graduate I, and graduate II student levels.

4. Display the Unit Direct Costs by Program Semester Credit.

In Display Format 28 enter the following:

In Column (A) the HEGIS code associated with each student program.

In Column (B) the program name.

In Column (C) the student level: lower division, upper division, first professional, graduate I, or graduate II.

In Column (D) the total program cost for each program by student level from step 2.

In Column (E) the total semester credits attempted for each program by student level from step 1.

In Column (F) the unit direct cost by program from step 3.

Enter information for all student programs and student levels within the institution.

CHAPTER VIII

MEASURES AND PROCEDURES FOR DETERMINING OUTCOME INFORMATION

SECTION A -- INTRODUCTION

Previous measures categories described the characteristics of participants, resources used, activity levels, and financial patterns of institutions and programs. This chapter documents the results of an institution's activities, using ten outcome measures. These measures are designed to express quantitatively certain results achieved or products generated by the activities of a program or institution during a stated time period. These outcome measures do not approach a final solution to the problem of describing institutional and programmatic outcomes; NCHEMS currently is attempting to define, structure, and analyze a wide range of outcome measures for postsecondary education.

The ten outcome measures included in this field review version of IEP are divided into two types:

> Record-based -- necessary information can be derived from institutional and program records.

Questionnaire-based -- information collection is dependent upon the administration of a student questionnaire.

Definitions and procedures for the three record-based measures are given first. The student questionnaire and guidelines for its effective administration are then discussed. Finally, procedures are specified for the seven outcome measures based on that questionnaire.

CHAPTER VIII

SECTION B -- RECORD-BASED OUTCOME MEASURES

General

As noted in Section A, three outcome measures rely on information drawn from institutional and program records. These measures, discussed in this section, are:

1. The number of degree/diploma/certificate program completers by student program and degree type.

2. The number of full-time undergraduate students in degree/diploma/certificate programs who left the institution prior to completion of their program, by student level and termination status.

3. For degree/diploma/certificate program completers, the median number of terms completed at the institution from initial entry to date of program completion, by student program, degree type, and admission status at initial entry.

Sample display formats for these record-based outcome measures are shown in the following pages.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 28

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

1. The Number of Program Completers Receiving a Degree/Diploma/Certificate (Fiscal Year)

Type of Degree / Instructional Programs: CODE	PROGRAM NAME	Certificates & Diplomas (Less than 1 year)	Certificates & Diplomas (More than or equal to 1 year)	Associate Degrees (2 years or more)	Bachelor's Degrees	First Prof. Degrees	Master's Degrees	Doctorate Degrees	Not Elsewhere Defined	Total No. of Degrees Awarded
2205	*History*				53		16			69
1501	*English*				48		11			59
0401	*Biology*				27		7			34
1905	*Chemistry*				22		-			22
1902	*Physics*				10		-			10
0803	*Elementaru Education*				71		40			111

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 29

OUTCOME MEASURES

Current Term and Year *Fall 1973*

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

2. The Number of Undergraduate Students in Degree/Diploma/Certificate Programs Who Have Left the Institution Prior to Completion of Their Program by Termination Status (Fall Term)

Termination Status / Student Level	Not on Clear Status		On Clear Status When Exited
	Academically Dropped or Suspended	Other	
Lower Division	*43*	*21*	*87*
Upper Division	*18*	*8*	*31*

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 3C

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

3. The Median Number of Terms a Degree/Diploma/Certificate Program Completer Has Completed at the Institution From Initial Entry to Date of Completion (Spring Term)

New Undergrads.
Admission Status-- First-Time Entrance ☐

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	N	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N	Median
2205	*History*							*39*	*8*								
1501	*English*							*34*	*8*								
0401	*Biology*							*19*	*9*								
1905	*Chemistry*							*12*	*9*								

Procedures -- Record-Based Outcome Measures

1. The Number of Degree/Diploma/Certificate Program Completers by Student Program and Degree Type.

   a. Identify all degree/diploma/certificate completers for a specific fiscal year. This total includes all those who received a degree, diploma, or certificate and all those eligible to receive a degree, diploma, or certificate who have not completed the necessary administrative steps to actually receive the award. Any special circumstances should be footnoted.

   b. Sort each group of program completers by degree/diploma/certificate type:

      Certificates and Diplomas (less than one year)
      Certificates and Diplomas (more than or equal to one year, but less than two years)
      Associate Degree (two years or more)
      Bachelor's Degree
      First Professional Degree
      Master's Degree
      Doctorate Degree
      Not Elsewhere Defined

c. Then sort each degree/diploma/certificate group by student program (for example, Bachelor's Degree--Genetics, A Certificate--Welding, etc.) Students should be placed in student program categories according to their majors at the time of graduation. Use the discipline list in Appendix C to code the student programs identified. This list is used in IEP to identify both disciplines and student programs.

See definitions of: Degree/Diploma/Certificate Program Completers, Degree/Diploma/Certificate, Student Program, and Fiscal Year.

Enter the results in the appropriate cells of Display Format 28.

2. The Number of Full-Time Undergraduate Students in Degree/Diploma/Certificate Programs Who Left the Institution Prior to Completion of Their Program, by Student Level and Termination Status.

The procedures do not apply to students enrolled in diploma or certificate programs conducted for time periods not synonymous with regular academic sessions (for example, a special five-week certificate program).

The information from this measure should be reviewed with information from Chapter III about the number of continuing and readmitted students. These combined measures provide very general information about the pattern of student attendance at the institution over a short time period.

a. Identify all undergraduate students in degree/diploma/certificate programs who were enrolled at the institution at the following point(s) in time prior to the current fall term:

   (1) The previous semester, if the institution is on a semester system with no summer session (for example, spring semester).

   (2) For at least one of the previous two terms, if the institution is on a semester system that considers a summer session a regular term (for example, summer semester or spring semester); if the summer session is divided into a number of parts, attendance during one part constitutes enrollment for the term.

   (3) The previous semester, if the institution is on a 4-1-4 system.

   (4) For at least one of the previous two terms, if the institution is on a trimester system.

(5) The previous quarter, if the institution is on a quarter system with three quarters and no summer sessions (for example, spring quarter).

(6) For at least one of the two previous terms, if the institution is on a quarter system with four quarters or three quarters and a summer session where the summer session is considered a regular term (for example, summer or spring quarter); if the summer is divided into a number of parts, attendance during one part constitutes enrollment for the term.

b. Sort out all those in the above group who did not complete a program prior to the current fall term.

c. Determine how many non-program completers identified in step (b) are not enrolled at the institution for the current fall term. This should be done as of the census date for the fall term at the institution.

d. For each student identified in step (c), determine his/her status at the institution at the end of the last term he/she was enrolled:

(1) On Clear Status

(2) Not on Clear Status

(a) Academically Dropped or Suspended

(b) Other

e. For each student identified in step (c), determine his/her student level at the end of the last term he/she was enrolled:

(1) Lower Division

(2) Upper Division

See definitions of Degree/Diploma/Certificate Student, Degree/Diploma/Certificate Program Noncompleters, Predominant Calendar System, Student Level, and Termination Status.

Enter the results in the appropriate cells of Display Format 29.

3. For Degree/Diploma/Certificate Program Completers, the Median Number of Terms Completed at the Institution from Initial Institutional Entry to Date of Program Completion, by Student Program, Degree Type, and Admission Status at Initial Institutional Entry.

The procedures do not give a formula for converting special sessions to regular session term units (for example, 1 summer term = .5 regular term). Each institution should determine the regular term equivalency of special sessions held. One current practice is to determine the average number of credits (or courses) carried by students attending special sessions and then calculate what percentage this is of the number of credits (or courses) carried by full-time students attending regular sessions (for example, .5 or .3, etc.). Each institution should establish its own conversion formulas and attach a copy to Display Format 30.

a. Identify all degree/diploma/certificate program completers for the spring term.

b. Sort the program completers by admission status--first-time entrance: New Undergraduate, Undergraduate Transfer, and New Graduate.

c. Then sort each of the above groups by degree/diploma/certificate type:

Certificates and Diplomas (less than one year)
Certificates and Diplomas (more than or equal to one year, but less than two years)
Associate Degree (two years or more)
Bachelor's Degree
First Professional Degree
Master's Degree
Doctorate Degree
Not Elsewhere Defined

This classification is based on either the name and/or the expected length of time to complete a particular degree/diploma/certificate program offered by the institution. Do not at this point sort the groups based on the actual length of the time they took to complete programs.

d. Sort each group by student program. Students should be placed in the appropriate student program categories according to their majors at the time of graduation. Use the discipline list in Appendix C to code the student programs identified. Enter the number of students in each program category in the appropriate column of Display Format 30.

When steps (b), (c), and (d) are complete, discrete groups should be identifiable based on the following characteristics: admission status--first-time entrance, degree/diploma/certificate and student program. The calculations specified below must be performed for each of these discrete student groups.

e. Consult the student records to determine the total number of terms completed by each student from initial institutional entry through the spring term when he completed his program. Then arrange each of the discrete student groups in order to magnitude using this number of terms.

f. Calculate the median terms completed by each student group by recording the size of the middle value.

See definitions of: Special Session, Regular Session, Degree/Diploma/Certificate Program Completers, Admission Status--First-Time Entrance, Degree/Diploma/Certificate, and Student Program.

Enter the results in the appropriate cells of Display Format 30.

CHAPTER VIII

SECTION C -- QUESTIONNAIRE-BASED OUTCOME MEASURES

The Questionnaire

The potential population to receive the student questionnaire consists of all students about to complete degree, diploma, or certificate programs at the end of a spring term. Questionnaire data are summarized for each degree/diploma/certificate type by student-program group in the total population (for example, B.A.--History, A.A.--General Studies, Certificate--Welding, and so forth). General guidelines for determining the survey population, administering the questionnaire, and reporting the results are outlined below. See Figure 12 for a sample copy of the questionnaire.

> Determine the total population eligible for inclusion in the questionnaire survey. The population should consist of all students enrolled during a spring term who are expected to receive a degree/diploma/certificate at the end of the term.
>
> Determine the number of students in each degree/diploma/certificate group and then, within each group, the number in each student program group (for example, Bachelor's Degree--Genetics, A Certificate--Welding, and so forth). Use the HEGIS discipline list in Appendix C to code the student programs identified. All questionnaire data should be summarized for each of these subpopulations.

FIGURE 12

STUDENT QUESTIONNAIRE

Name ____
(please print) First Middle or Maiden Last

Home Street Address ____
(please print)

City ____________ State ____________ Zip Code ____________

Student I.D. Number ____________ Social Security Number ____________

For Institutional Use Only

Degree/Diploma/Certificate Type ____
Student Program ____
Date Award Granted ____
Time to Award ____
Semesters Enrolled ____
Admission Request - Student Status ____

---

1. Month and Year when you first entered (Unit Described) to begin work on your current degree, diploma, or certificate program: ____ Month ____ Year

2. Prior to first entering (Unit Described) to work on your current program, had you completed course work at another institution? ____ Yes ____ No

3. Do you currently hold or have you secured a full-time job in which you plan to work following graduation? Yes ____ No ____

4. If "yes" to Question #3, indicate the actual annual gross salary or the hourly wage rate you will receive after graduation.

____ Under $4,000	____ Under $2.00
____ $4,000 - $5,999	____ $2.00 - $2.99
____ $6,000 - $7,999	____ $3.00 - $3.99
____ $8,000 - $9,999	____ $4.00 - $4.99
____ $10,000 - $11,999	____ $5.00 - $5.99
____ $12,000 - $13,999	____ $6.00 - $6.99
____ $14,000 - $15,999	____ $7.00 - $7.99
____ $16,000 and above	____ $8.00 and above

5. If you answered "no" to Question #3 above, are you currently seeking or are you planning to seek (within the next six months) a full-time job? Yes ____ No ____

6. Have you applied for admission to another educational program which, when completed, would result in a degree, diploma, or certificate? Yes ____ No ____

7. If "yes" to Question #6, have you been admitted to another educational program which, when completed, will result in a degree, diploma, or certificate? Yes ____ No ____

8. If you answered "yes" to either Question #6 or #7, please indicate below what type of degree, diploma, or certificate you are seeking and in what field of study?

(✓)	Field of Study (e.g., History, Fine Arts, etc.)
____ A Certificate	____
____ A Diploma	____
____ Associate Arts Degree	____
____ Bachelor's Degree	____
____ Master's Degree	____
____ Doctoral Degree (Ph.D., Ed.D., D.B.A., etc.)	____
____ Professional Degree (e.g., Law, Medicine, etc.)	____
____ Other (please specify)	____

Figure 12 (continued)

9. In thinking over your educational experiences at (name of institution), to what extent do you think these experiences contributed to your progress in each of the following areas?

Please check (✓) the appropriate box to the right of each category.

		VERY LITTLE	SOMEWHAT	QUITE A BIT	VERY MUCH
A.	Understanding one's abilities and limitations, interests, and standards of behavior.				
B.	Development of friendships and loyalties of lasting value.				
C.	Appreciation of individuality and independence of thought and action.				
D.	Experience and skill in relating to other people.				
E.	Tolerance and understanding of other people and their views.				
F.	Moral and ethical standards.				
G.	Awareness of different philosophies, cultures, and ways of life.				
H.	Broadened literary acquaintance and appreciation.				
I.	Appreciation and enjoyment of art, music, drama.				
J.	Clear, correct, effective communication.				
K.	Recognizing assumptions, making logical inferences, reaching correct conclusions.				
L.	Ability to see relationships, similarities, and differences between ideas.				
M.	Understanding the nature of science, experimentation, and theory.				
N.	Ability to withhold judgment, raise questions, and examine contrary views.				
O.	Understanding concepts of probability, proportion, margin of error.				
P.	Background and specialization for further education in some professional, scientific or scholarly field.				
Q.	Basis for improved social and economic status.				
R.	Vocabulary, terminology, and facts in various fields of knowledge.				
S.	Skills and techniques directly applicable to a job.				

Determine the number of students in each degree-type student program group to include in the questionnaire survey. The institution should include the total population (N) if possible. If not possible, the institution may use only a sample of the total population (n).

Select the sample groups. A random sampling procedure should be followed and applied to each of the degree-program populations identified. See Appendix F.

Develop the survey questionnaire. The sample questionnaire (Figure 12) includes items that will produce the data needed for outcome measures 4 through 10. Institutions may wish to include additional items for their own use.

Administer the survey questionnaire. The questionnaire should be distributed no earlier than 90 days before a specific award is to be made and no later than the actual award date. Make note of any modifications in this time limit.

The following steps will help to maximize the student response rate to the questionnaire:

Include a cover letter along with a questionnaire, if it is mailed, explaining the purpose of the survey and what can be gained, and assuring students of the confidentiality of their responses (see Appendix F for a sample cover letter).

If possible, plan to distribute a summary of the findings to student participants and tell students you plan to do this.

Follow up at least twice by mail or by telephone beginning about a week and a half after the initial questionnaire distribution. (See Appendix F for additional suggestions on how to maximize response rates.)

Record the details of the questionnaire administration process and include with the completed Display Formats.

See definitions of: Degree/Diploma/Certificate, Student Program, Award Date, Survey Population, Survey Sample, and Student Questionnaire Survey.

Sample display formats for the outcome measures based on this questionnaire are shown on the following pages.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 31

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

4. The Median Number of Calendar Months Which Have Elapsed From Initial Institutional Entry to Date of Degree/Diploma/Certificate Program Completion (Spring Term Program Completers)

New Undergrads
Admission Status--First-Time Entrance ☐

Instructional Programs / Type of Degree		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	n	Median	n	Median	n	Median	n	Median	n	Median	n	Median	n	Median	n	Median
2205	History							39	45								
1501	English							34	45								
1905	Chemistry							12	45								
1902	Physics							16	45								

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 32

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

5. The Number of Degree/Diploma/Certificate Program Completers Who Currently Hold or Have Secured Full-Time Jobs as a Percentage of All Degree/Diploma/Certificate Program Completers (Spring Term Program Completers)

Instructional Programs / Type of Degree		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%
2205	History							5	12			1	11				
1501	English							8	22			2	25				
1905	Chemistry							2	8			-	--				
1902	Physics							7	28			-	--				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 33

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

6. The Number of Degree/Diploma/Certificate Program Completers Who Currently Hold or Have Secured a Job, by Salary Level

Type of Degree Received *Bachelor's*

Instructional Program / Salary Range		ANNUAL GROSS SALARY							
CODE	PROGRAM	Under $4,000	$4,000 to $5,999	$6,000 to $7,999	$8,000 to $9,999	$10,000 to $11,999	$12,000 to $13,999	$14,000 to $15,999	$16,000 and Above
2205	*History*				-	*3*	*1*	*1*	
1501	*English*				*1*	*4*	*2*	*1*	
1905	*Chemistry*				-	-	*1*	*1*	
1902	*Physics*				-	*1*	*5*	*1*	

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 34

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

7. The Number of Degree/Diploma/Certificate Program Completers Seeking Full-Time Employment as a Percentage of All Degree/Diploma/Certificate Program Completers (Spring Term Program Completers)

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%
2205	History							18	42			6	67				
1501	English							16	43			3	37				
0401	Biology							14	58			4	80				
1905	Chemistry							11	73			-	--				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 35

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

8. The Number of Degree/Diploma/Certificate Program Completers Seeking Admission to Another Educational Program Which Will Result in a Degree, Diploma, or Certificate as a Percentage of All Degree/Diploma/Certificate Program Completers (Spring Term Program Completers)

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%
2205	History							17	40			1	11				
1501	English							11	30			2	25				
1905	Chemistry							3	20			-	--				
1902	Physics							5	20			-	--				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 36

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

9. The Number of Degree/Diploma/Certificate Program Completers Admitted to Another Educational Program Which Will Result in a Degree, Diploma, or Certificate as a Percentage of All Degree/Diploma/Certificate Program Completers Seeking Admission to Another Educational Program (Spring Term Program Completers)

Instructional Programs	Type of Degree	Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%
2205	History							13	76			1	100				
1501	English							8	89			1	50				
0401	Biology							4	80			1	100				
1905	Chemistry							1	33			-	--				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 37

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

10. The Responses of Degree/Diploma/Certificate Program Completers to Questionnaire Items Measuring Degree of Satisfaction with Their Educational Experience * (Spring Term Program Completers)

Degree/Diploma/Certificate Type *Bachelor's*

Instructional Program / Questionnaire I Item #9		A—F Human Relations				G—J Humanities				K—O Critical Thinking				P—S Vocational			
		% of Respondents by Range of Scores				% of Respondents by Range of Scores				% of Respondents by Range of Scores				% of Respondents by Range of Scores			
Code	Program Name	1-6	7-12	13-18	19-24	1-4	5-8	9-12	13-16	1-5	6-10	11-15	16-20	1-4	5-8	9-12	13-16
2205	*History*	*12*	*31*	*36*	*21*	*13*	*33*	*37*	*17*	*16*	*38*	*37*	*9*	*11*	*32*	*41*	*16*
1501	*English*	*9*	*33*	*47*	*11*	*8*	*34*	*48*	*10*	*12*	*38*	*42*	*8*	*16*	*38*	*40*	*6*

*Maximum points possible per item -- 4, and the minimum -- 1; e.g., the Human Relations Scale includes six items and the maximum points possible = 24.

Degree/Diploma/Certificate Type *Bachelor's*

Procedures -- Questionnaire-Based Outcomes Measures

4. For Degree/Diploma/Certificate Program Completers, the Median Number of Calendar Months Elapsed from Initial Institutional Entry to Date of Degree/Diploma/Certificate Program Completion by Student Program Degree Type, and Admission Status--First-Time Entrance.

This measure differs from outcome measure #3, showing the total time elapsed (incalendar months) between the dates of entry and exit, while measure #3 asks for the number of academic terms completed between the dates of entry and exit.

a. Sort each degree-type student program group identified in the surveyed population by their responses to Questionnaire Item #2 and knowledge of student level: New Undergraduate Student, Undergraduate Transfer Student, and New Graduate Student. Determine the "n" in each group.

b. Calculate the total number of calendar months between initial institutional entry and date of award (from responses to Questionnaire Item #1) for each group identified in step (a) above.

c. Calculate the median number of months elapsed from initial entry to date of award for each student group.

See definitions of: Admission Status--First-Time Entrance, Student Program, Degree/Diploma/Certificate, and Award Date.

Enter the results by admission status--first-time entrance, student program and degree/diploma/certificate type in the appropriate cells of Display Format 31.

5. The Number of Degree/Diploma/Certificate Program Completers Who Currently Hold or Have Secured Full-Time Jobs as a Percentage of All Degree/Diploma/Certificate Program Completers, by Student Program and Degree Type.

   a. Sort each degree-type student program group by their responses to Questionnaire Item #3 ("Yes" = Do hold a job, "No" = Do not hold a job).

   b. Determine the number of students in each group who answered "Yes" to Questionnaire Item #3 and their number as a percentage of the total number of students in each group.

   Enter the resulting numbers and percentages in Display Format 32.

6. The Number of Degree/Diploma/Certificate Program Completers Who Currently Hold or Have Secured a Job, by Salary Level.

a. Sort into degree-program designations.

b. Sort each degree-program group by the salary level indicated on Item #4 of the Student Questionnaire.

Enter the number of program completers by degree type and salary level in the appropriate column of Display Format 33.

7. The Number of Degree/Diploma/Certificate Program Completers Seeking Full-Time Employment as a Percentage of All Degree/Diploma/Certificate Program Completers, by Student Program and Degree Type.

a. Sort each degree-type student program group identified in the surveyed population by their responses to Questionnaire Item #5 ("Yes" = Am seeking a job, "No" = Am not seeking a job).

b. Determine the number of students in each group who answered "Yes" to Questionnaire Item #5 and their number as a percentage of the total number of students in each group.

Enter the resulting numbers and percentages in the appropriate cells of Display Format 34.

8. The Number of Degree/Diploma/Certificate Program Completers Seeking Admission to Another Educational Program Which Will Result in a Degree, Diploma, or Certificate as a Percentage of 11 Degree/Diploma/Certificate Program Completers, by Student Program and Degree Type.

   a. Sort each degree-type student program group identified in the population by their responses to Questionnaire Item #6 ("Yes" = Applied for admission, "No" = Have not applied for admission).

   b. Determine the total number of students in each group who answered "Yes" to Qestionnaire Item #6 and their number as a percentage of the total number of students in each group.

   Enter the resulting numbers and percentages in Display Format 35.

9. The Number of Degree/Diploma/Certificate Program Completers Admitted to Another Educational Program Which Results in a Degree, Diploma, or Certificate as a Percentage of All Degree/Diploma/Certificate Program ompleters Seeking Admission to Another Educational Program; by Student Program and Degree Type.

   a. Sort each degree-type student program group identified in the population by their responses to Questionnaire Item #7 ("Yes" = Have been admitted, "No" = Have not been admitted).

b. Determine the total number of students in each group who answered "Yes" to Questionnaire Item #7.

c. Determine the total number of students in each group who answered "Yes" to Questionnaire Item #6.

d. Divide the results of step (b) by the results of step (c) to calculate the percentage of students applying for admission who have been admitted.

Enter the numbers resulting from step (b) and the percentages resulting from step (d) in the appropriate cells of Display Format 36.

10. The Responses of Degree/Diploma/Certificate Program Completers to Questionnaire Items Measuring Degree of Satisfaction with Their Educational Experience, by Student Program and Degree Type.

The response items included in Questionnaire Item #9 correspond to the items that make up four scales measuring student progress toward the following four educational objectives:*

---

*These four scales and their corresponding items have been taken (with the author's permission) from the Higher Education Measurement and Evaluation Kit (November, 1971) developed by Dr. C. Robert Pace and his associates at the Center for the Study of Evaluation, University of California, Los Angeles.

Human Relations (Items A-F)
Humanities (Items G-J)
Critical Thinking (Items K-O)
Vocational Preparation (Items P-S)

a. Sort students responding to Questionnaire Item #9 into their appropriate degree-type student program group.

b. For each of the four scales, sort each student in each group in the following way:

  (1) For A-F (Human Relations Scale), total the number of points each student accumulates for the six scale items and sort the students into the following point ranges: 1-6, 7-12, 13-18, 19-24.

  (2) For G-J (Humanities Scale), total the number of points each student accumulates for the four scale items and sort these students into the following point ranges: 1-4, 5-8, 9-12, 13-16.

  (3) For K-O (Critical Thinking Scale), total the number of points each student accumulates for the four scale items and sort the students into the following point ranges: 1-5, 6-10, 11-15, 16-20.

(4) For P-S (Vocational Preparation Scale), total the number of points each student accumulates for the four scale items and sort the students into the following point ranges: 1-4, 5-8, 9-12, 13-16.

c. For each of the four scales, divide the total number of students who fall into each point range, accumulated by the total number of students responding to the scale.

Enter the percentages resulting from step (c) into the appropriate cells of Display Format 37.

CONCLUSION

The ultimate goal of information exchange is to make possible comparisons of student-major programs, not of whole institutions. Administrators reflect the purpose and goals of individual institutions through decisions about programs, students can be linked to programs, activities contribute to programs, and outcomes show the impact of programs. Thus, comparisons of programs reflect the basic differences and similarities of institutions which may be hidden or unduly emphasized when whole institutions are compared.

The characteristics of students enrolled in a particular student major program may not fit the general characteristics of students for the institution as a whole, particularly in certain programs that deviate substantially from other offerings of the institution. The same is true when considering purposes and goals, activities and outcomes. For example, a drama program at a relatively small school may be comparable to a similar program at a much larger, more prestigious school because the smaller school has committed substantial faculty and facilities to the program and attracts top students in the field. Yet, while the programs are quite similar, a comparison of the two institutions as a whole would likely highlight differences of scale and obscure such a similarity.

Most information to be exchanged in IEP should originate from a program base. Student characteristics should be obtained by program, and faculty information should originate by program, as should most of the other information included in this IEP data set. Collecting and storing information by programs allows for student-major program comparison, the ultimate goal of information exchange, while allowing also for aggregations to be made for the institution as a whole.

The current IEP manual is an attempt to integrate information about student-major programs while keeping in mind the current state of the art in the majority of institutions. The orientation in subsequent revisions of this manual will be toward integrating even more data elements at the program level.

In the initial stages of IEP development institutions are encouraged to compare student-major programs judiciously and when possible to contact the institution directly for further explanations concerning a particular program.

APPENDIX A: GLOSSARY

Term	Description
	(3) First Professional: Includes all under-who are pursuing any one of the following "first professional" degree programs: M.D., D.O., L.L.B. or J.D. (if J.D. is the first professional degree), D.D.S., D.V.M., O.D., B.D., M.Div., Rabbi, Pod.D., P.M. Students enrolled in undergraduate "preprofessional" curricula and students in the first two years (corresponding to the undergraduate freshman and sophomore years) of integrated graduate professional degree programs should be classified as lower division, and not as graduate professional students. (4) Graduate I: Includes all students who hold a bachelor's degree or the equivalent (or a "first professional" degree) and (a) are pursuing a master's degree, or (b) are pursuing a doctoral degree, but have not earned a master's degree and have earned fewer than the equivalent number of credits normally required for a master's degree, or (c) are in a special, unclassified, visitor or other status, or (d) are pursuing an Educational Specialist certificate, degree, or coordinate intermediate level degree program, whether or not they possess an earned master's degree. (5) Graduate II: Includes all students who are pursuing a doctoral (except first professional) degree program, except those who are classified as Graduate I by the definition provided above.
Student Major Program	A term synonymous with Student Program. See Student Program.
Student Program	Refers to the course of study followed by a student. HEGIS Taxonomy is used as the reference for categorizing student programs for purposes of IEP. See Appendix C for a list of student program titles.

Term	Description
Student Questionnaire Survey	As part of IEP, the questionnaire administered to all or a sample of students about to be awarded a degree, diploma, or certificate.
Study Facilities	See Room Use Categories.
Supplies and Services	A broad category of expenditures that includes all types of current fund expenditures except compensation, capital expenditures, and student aid: (1) Supplies: Consumable instructional, research, and office supplies and materials. (2) Communications: Telephone, telegraph, postal, printing, binding, and reproduction services. (3) Travel: Transportation, food, lodging, and miscellaneous expenses reimbursed to an employee when he is representing or conducting business for the institution. (4) Other Contractual Services: All other services produced from outside sources that can be directly identified with a particular activity center, e.g., consulting services. (5) Noncapital Equipment: Those items of property that have an acquisition cost of less than $500 or an expected service life of less than two years. Services not included for direct costing are: Library (4.1 in PCS), Audio/Visual Services (4.3 in PCS), General Administrative Services, including administrative data processing (6.3 in PCS), Logistical Services, including the handling and storage of materials and transportation services (6.4 in PCS), Physical Plant Operations, including utilities, maintenance, landscaping, and facilities remodeling (6.5 in PCS), Building Rental (6.9.8600 in PCS), and Equipment Rental (6.9.8800 in PCS).

Term	Description
Asian American/Oriental Student	See Civil Rights Category.
Assignable Area	The sum of all areas of all floors of a building assigned to or available for assignment to an occupant; includes every type of space functionally usable by the occupant excepting those spaces defined as custodial, circulation, mechanical, and structural areas.
Assignable Square Feet	The floor area of the room, measured between the principal surface of the walls and partitions at or near floor level.
Assistant Professor	See Rank.
Associate Degree	See Degree/Diploma/Certificate.
Associate Professor	See Rank.
Award Date	The calendar day or month/year when a degree/diploma/certificate was awarded to a student.
Book Value	The dollar amount carried by the institution on its financial records as the original cost of its capital assets (including cost of capital improvements, fixed equipment, and development cost).
Buildings	Facilities permanently affixed to the land, including their associated heating and air-conditioning systems, electrical and sound systems, plumbing and sewer systems, elevators, and other fixed equipment. The historical cost of buildings is defined as the original acquisition cost of the building plus the cost of any subsequent additions to the building.

Term	Description
Calendar System	See Predominant Calendar System.
Calculated Use Charge for Capital Assets	The annual depreciation of the asset plus the annual interest foregone on the investment in that asset.
Capital Asset	Any physical resource which benefits a program for more than one operating period. Includes land, improvement to land, buildings, additions to buildings, and capital equipment.
Capital Equipment	Those items of movable property (that which is not permanently attached to a structure) that have an acquisition cost of $500 at the time of purchase or more and an expected life that exceeds two years.
Census Date	The designated day in an academic term, after most add/drops have been completed, when the institution takes official enrollment counts (e.g., typically some time between the second and fourth week of classes).
Certificate	See Degree/Diploma/Certificate.
Chart of Accounts	A systematically arranged list of institutional accounts that reflects various fiscal activities recorded in the institution's fund accounting system.
Civil Rights Category	Refers to the civil rights category of a person as self-reported or otherwise determined. These categories do not correspond to scientific definitions but to the racial, ethnic, cultural, color, or lingual background of the student. These categories are those used by the Office of Civil Rights. (1) Asian American/Oriental: Students who identify themselves ethnically as being of Chinese, Japanese, Korean, Hawaiian, Samoan, Filipino, or other Southeast Asian or South Pacific origin.

Term	Description
	(2) Native American/American Indian: Students who identify themselves ethnically as being of Native American Indian descent, including Canadian and Alaskan Natives. Does not include Caucasian Americans.
	(3) Negro/Black: Students who identify themselves ethnically as being of Negro, Black, or Afro-American descent.
	(4) Spanish-Surnamed Americans: Students who identify themselves as being of Chicano, Mexican-American, Puerto Rican, Cuban, Latin American, South Central American, South American, or traditionally Spanish origin.
	(5) All Other: Students who are not included in any of the preceding categories. This category would U.S. native-born Caucasians.
Classroom	See Room Use Categories.
Classroom Laboratory	See Room Use Categories.
Clear Status at Exit	See Termination Status.
Collective Bargaining Agreement	The agreement reached between an employer and the union or employee organization representing his employees which embodies the terms and conditions of employment agreed upon in collective bargaining. Ordinarily the agreement is written and is effective for a definite period. See Labor Law Course: Commerce Clearinghouse, Inc., Chicago, Illinois, 1972.
Compensation	The total amount of dollars inclusive of gross salaries and fringe benefits paid directly to or on behalf of personnel. See Salary and Fringe Benefits.

Term	Description
Continuing Education Unit	Ten individual contact hours of participation in an organized educational activity in which the sponsor, course content, format, and person in charge of the learning experience are clearly identified.
Continuing Student	See Enrollment Status.
Course Enrollment	A unit of measure that represents one student enrolled in one course or one section of a course.
Course Identifier	The official institutional number or other code that serves to uniquely identify a course.
Course Level	The institutional categorization for the level of offering of a specific course; the categorization in generally derived from the level of student to which any particular course offering within a discipline is primarily directed. Multiple-level courses should be assigned a course level that most represents primary intent of the course. For IEP three course levels are specified within each discipline: (1) Lower Division: Course offerings at a level of comprehension usually associated with freshman and sophomore students. (2) Upper Division: Course offerings at a level of comprehension usually associated with junior and senior students. Jointly offered upper-division graduate courses should be classified as upper division. (3) Graduate: Course offerings at a level of comprehension usually associated with postbaccalaureate students.
Course Title	The official name for a course as it appears in the institutional catalog.
Craft or Trade Certificate	See Highest Degree/Diploma/Certificate earned.
Credit Course	A course offered by an institution for which at least one semester credit or fraction thereof, or its equivalent, is awarded to a student who completes the course.

Term	Description
Crossover Procedure	A procedure whereby the activities supported by the expenditures recorded in a fund accounting system are matched with the same activities associated with PCS Activity Centers.
CUBA Functional Categories	Expenditure categories as developed in *College and University Business Association* (ACE: 1968): Instruction and Departmental Research Organized Activities Related to Educational Departments Sponsored Research Other Separately Budgeted Research Other Sponsored Programs Extension and Public Service Libraries Student Services Operation and Maintenance of Physical Plant General Administration General Institutional Expenses Auxiliary Enterprises Student Aid Hospitals
Current Funds Expenditures	Funds expended for current operating purposes, either restricted or unrestricted.
Current Funds Revenues	Categories which classify current funds revenues by source. Included are: (1) Tuition and Fees (2) Governmental Appropriations (3) Governmental Grants and Contracts (4) Private Gifts, Grants, and Contracts (5) Endowment Income (6) Sales and Services of Educational Activities (7) Sales and Services of Auxiliary Enterprises (8) Sales and Services of Hospitals (9) Other Sources For a more complete description see Chapter VI, Section A.

Term	Description
Degree/Diploma/Certificate	Awards or titles conferred upon students for the completion of a course of study or program. For IEP purposes, the following categorizations will be used: (1) Certificates and Diplomas (less than one year): An award for the successful completion of a course of study or program offered by a postsecondary institution. Certificates and diplomas in this category are awarded for completion of any program covering any time span less than one academic year. (2) Certificates and Diplomas (equal to or more than one year): An award for the successful completion of a program offered by a postsecondary institution. Certificates and diplomas in this category are awarded for completion of any program covering any time span between one academic year and two academic years. (3) Associate Degree (two years or more): The degree granted upon completion of an educational program less than baccalaureate level and requiring at least two but less than four academic years of college work. (4) Bachelor's Degree: Any earned academic degree carrying the title of "bachelor." (5) First Professional Degree: The first earned degree in a professional field. For the purposes of IEP, only the following degrees should be included: (a) M.D. (b) D.O. (c) L.L.B. or J.D. (if J.D. is the first professional degree) (d) D.D.S. (e) D.V.M. (f) O.D. (g) B.D., M.Div., Rabbi (h) Pod.D., P.M.

Term	Description
	(6) Master's Degree: Any earned academic degree carrying the title of "master." In liberal arts and sciences, the degree customarily granted upon successful completion of one or two academic years of work beyond the bachelor's. In professional fields, an advanced professional degree beyond the first professional which carries master's designation, e.g., L.L.M., M.S. (Master of Surgery), M.S.W. (Master of Social Work). (7) Doctoral Degree: An earned academic degree carrying the title of "doctor." Not to be included are first professional degrees such as M.D., D.D.S. (8) Not Elsewhere Designated: Includes all other categories of degrees/diplomas/certificates that cannot be categoried in any of the preceding categories, such as specialist degrees for work completed toward a certificate, e.g., Educational Specialist.
Degree/Diploma/Certificate Programs	Courses of study offered by the institution for which a degree/diploma/certificate is awarded when the course of study has been completed.
Degree/Diploma/Certificate Program Completers	Students who have met all institutional and course of study requirements for eligibility to be awarded a degree/diploma/certificate by the institution. Program completers may be classified as follows: (1) Degree/Diploma/Certificate Program Recipients: A student who is awarded a degree/diploma/certificate from the institution. (2) Other Degree/Diploma/Certificate Program Completers: A student who has met all requirements for a degree/diploma/certificate and is eligible to receive the award but has not completed necessary administrative procedures to be granted the award (e.g., has not filed for the award).

Term	Description
Degree/Diploma/Certificate Program Noncompleters	A degree/diploma/certificate program student who leaves the institution prior to completing his/her program. For IEP, a special time frame is utilized to identify these students; consult Outcome Measures Procedures, Chapter VIII.
Degree/Diploma/Certificate Student	A student who has been admitted to a general or specific course of study or program at the completion of which a degree/diploma/certificate is awarded by the institution. Students who have not yet declared a major (e.g., indicated the specific course of study they will follow) should still be classified as degree/diploma/certificate students.
Diploma	See Degree/Diploma/Certificate.
Direct Costs	Direct costs are defined as the summation of Instruction/Research/Public Service Compensation, Administrative/Support Compensation, Other Staff Compensation, and Supplies and Services which have been assigned to PCS activity centers residing in 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 9.0. Specifically excluded from total direct costs are Current Expenditures for Capital Assets, 7.0 (Independent Operations), and 8.0 (Student Aid).
Discipline	Generally, a branch of knowledge or teaching. For IEP, discipline partially denotes activity centers that produce instruction, organized research, or public service outcomes. In some cases, "discipline" may be synonymous with "department." Disciplines are categorized according to the standard taxonomy of fields of study used in the Higher Education General Information Survey (HEGIS) published by the National Center for Educational Statistics under the title A Taxonomy of Instructional Programs in Higher Education (Huff and Chandler, 1970). A reprint appears in Appendix C and is referred to as the "HEGIS Taxonomy."
Discipline Semester Credits	The number of semester credits attempted by all students in a particular discipline at a particular student level.

Term	Description
Doctorate	See Degree/Diploma/Certificate.
Enrollment Status	The status of a student at a specific point in time which indicates attendance experience at the institution. For purposes of IEP, the following categories are used: (1) New Student: See Admission Status--First-Time Entrance. (2) Undergraduate Transfer: See Admission Status--First-Time Entrance. (3) Continuing: Those students enrolled in a particular term who were enrolled also: (a) the previous semester if the institution is on a semester system with no summer session; (b) at least one of the previous two terms if the institution is on a semester system which considers a summer session a regular term;* (c) the previous semester if the institution is on a 4-1-4 system; (d) at least one of the two previous terms if the institution is on a trimester system; (e) the previous quarter if the institution is on a quarter system with 3 quarters and no summer session; (f) at least one of the two previous terms if the institution is on a quarter system with four quarters *or* three quarters and a summer session where the summer session is considered a regular term.* (*Note: If the summer session is divided into a number of parts, attendance during one part constitutes enrollment for the term.)

Term	Description
	(4) Readmitted Student: A student enrolled for a particular term who was not enrolled under the conditions specified for a continuing or transfer student.
Equipment	See Capital Equipment or Noncapital Equipment.
Exempt Personnel	Persons who are not eligible for overtime payment as stipulated in the provisions of the Fair Labor Standards Act (FLSA).
FAA	Faculty Activity Analysis.
Faculty	Any exempt personnel with the majority (50% or more) of their activities in 1.0, 2.0, or 3.0 of the Program Classification Structure (Instruction/Research/Public Service Personnel).
Faculty Contact Hour	A unit of measure that represents one hour of instructional staff time spent in contact with a section or course in one week. An imputed contact hour should be attributed to unscheduled courses. Total Faculty Contact Hours for a course level within a discipline are calculated by summing the number of hours per week each course or section is scheduled to meet and aggregating the totals by course level.
Faculty Rank	See Rank.
Family Income	The adjusted gross annual income (as defined by the Internal Revenue Code) for a student's parents, except where the income of one or both parents would not be relevant to a determination of such student's financial need. Not included here is the student's income unless he/she is a self-supporting student and thus classified as "independent."
Fees Required	Charges that are assessed to students for certain items not covered by tuition. Only required fees applicable to each student level are included in IEP; fees may include student activities, health services, student center, athletics, construction, etc. Should not include first-time admissions or application charges.

Term	Description
FICE Code	The Federal Interagency Committee on Education code, which is an unstructured number that is unique for each institution and remains as the institutional identification number for the life of the institution. The primary utility of the FICE code is the precise identification of a particular institution of higher education. For IEP, the FICE code for the institution should be given. See Unit Described.
Financial Aid	Includes all grants, loans, or work/study assistance to students either awarded by and/or administered through the institution. This aid can be derived from federal, state, local, private, or institutional sources. Student Aid is a subset of Financial Aid. See Student Aid. (1) Grants: All stipends, tuition, fee remissions, and gifts to students that are outright awards and not contingent upon services to be rendered by the student. Includes all fellowships and scholarships to graduates or undergraduates. Also included are any funds from specialized training grants which are specifically designated for stipends as well as tuition waivers or refunds, as long as the grant is need-based. The Educational Opportunity Grants (EOG) would be included here. (2) Loans: Funds made available on a loan basis to students for assistance. The source of these funds may be gifts, endowment income, other institutional funds, private sources, and/or appropriations of governmental agencies. National Defense Student Loans would be included here. Excluded are short-term loans (usually three months) that are available to all students regardless of need.

Term	Description
	(3) Work/Study Assistance: The extension of financial aid support to students through the College Work/Study Program in which the federal or state government contributes partial monies for the payment of services rendered by students and required for financial assistance.
Financial Aid Applicant	An enrolled student who has applied for financial aid. See Financial Aid.
Financial Aid Recipient	An enrolled student who has received one or more forms of financial aid. See Financial Aid.
First Professional Degree Student	A student pursuing his/her first professional degree. See Degree/Diploma/Certificate and Student Level.
Fiscal Year	The institutionally defined consecutive twelve-month period for which financial transactions or a summary is available.
Foregone Interest	The annual interest foregone as a result of having money invested in a particular capital asset. See Chapter VI, Section C.
Four-One-Four System	See Predominant Calendar System.
Four-Year Institution	See Institution Type.
Fringe Benefits	An element of compensation which may include the following items (illustrative only). Fringe benefits should include all benefits paid to personnel, regardless of whether the benefits or equivalent cash options are available to all. (1) Social Security: If covered by Social Security, include appropriate FICA tax. If covered by an alternative plan, such as Colorado's PERA, include the appropriate payments. (Definition applies to all types of employees.) (2) Retirement: Include all contributions made to a retirement fund regardless of vesting requirements.

Term	Description
	(3) Medical Insurance: Include payments made to provide medical insurance to the employees.
	(4) Life Insurance: Include payments made to provide life insurance to the employees.
	(5) Guaranteed Disability Income Protection: Include contributions, through insurance or otherwise, for prolonged disability income payments providing such payments do not arise from the accumulation of unused annual sick leave benefits.
	(6) Unemployment Compensation: Include payments to be made under the Unemployment Compensation law.
	(7) Workmen's Compensation: Include payments to be made under Workmen's Compensation laws.
	(8) Other Benefits: Personal benefits are to be included. Included in this category are tuition and housing benefits (e.g., tuition waivers). Benefits of a professional nature (such as convention travel, membership fees, grading assistance, faculty clubs, etc.) should not be included as a fringe benefit; rather these items ought to be included as Supplies and Services of the appropriate activity center.
FTE Service Months	Full-Time Equivalent Service Months. The actual number of full-time equivalent months worked by one person during a fiscal year. Service months include time worked regardless of pay period (e.g., 12 monthly checks for 10 "service months" of work). Determined by multiplying the individual's amount of workload times the number of months specified in his contract.
Full Costs	The sum of direct costs and allocated support costs for an activity center or group of activity centers.
Full-Time Personnel	Those who are designated as "full-time" in an official contract, appointment, or agreement. Individuals who are on sabbatical leave should be included as full-time if that was the status of their employment prior to sabbatical.

Term	Description
Full-Time Students	Those students, regardless of level or program, registered for at least 75% of a normal load required to complete a student program or course of study within the normal time.
General Use Facilities	See Room Use Categories.
Geographic Origin at First Attendance	Geographic origin is defined as the legal residence at the time of original admission to the institution. This designation never changes irrespective of tuition considerations. (1) In-District Students: Students who live within a junior college district and are attending the junior college in the district of their residence. (2) In-State Students: Students who attend an institution in the state in which they are legally domiciled. Not included in this category are In-District Students. (3) Out-of-State Students: Students who attend an institution that is outside the state in which they are legally domiciled. Foreign students are Out-of-State students.
Graduate I	See Student Level.
Graduate II	See Student Level.
Graduate Assistant	See Rank.
Graduate Course	See Course Level.
Graduate Student	See Student Level (a combination of Graduate I, Graduate II, and First Professional Student Levels).
Grants	See Financial Aid.
Gross Area	The sum of all floor areas of a building based on exterior dimensions.
Headcount Student Enrollment	An unduplicated count of the number of students enrolled in a specific term or session, fiscal year, or program without regard to the course load being carried.

Term	Description
Health Care Facilities	See Room Use Categories.
HEGIS	Higher Education General Information Survey. The annual survey of all institutions of higher education conducted by the National Center for Educational Statistics.
HEGIS Taxonomy	A classification of instructional disciplines developed by the National Center for Educational Statistics, Office of Education, Washington, D.C., and used in conjunction with the PCS Activity Center; also used to categorize student programs. See Appendix C.
High School Diploma or G.E.D.	See Highest Degree/Diploma/Certificate Earned.
Highest Degree/Diploma/ Certificate Earned	The following are categories of degrees: (1) No Academic Credential: Less than a High School Diploma or its equivalent (e.g., G.E.D.) earned. (2) High School Diploma or G.E.D.: An academic award granted for completion of a high school program or its equivalent (e.g., G.E.D.--General Education Diploma). (3) Craft or Trade Certificate: An award for the completion of a program which offers special training in a craft or trade area; typically, the program covers a span of less than one year. (4) Professional Certificate: An award signifying completion of a program in a professional field; included might be educational specialists, paramedicals, teacher aides, etc.; typically, the program covers a span of two years or less and involves course work below the Graduate level. (5) Associate Arts Degree: See Degree/ Diploma/Certificate.

Term	Description
	(6) Bachelor's Degree: See Degree/Diploma/Certificate.
	(7) Professional Degree: A degree signifying the completion of a program in a professional field: M.D., D.O., L.L.B. or J.D., D.D.S., D.V.M., O.D., B.D., M. Div., or Rabbi, Pod.D., P.M.
	(8) Master's Degree: See Degree/Diploma/Certificate.
	(9) Doctoral Degree: See Degree/Diploma/Certificate.
Identification Number	The official institutional number that serves to uniquely identify an individual.
In-District Students	See Geographic Origin at First Attendance.
Individual Study Laboratory	See Room Use Categories.
Individual to Contact	The full name, title, address, and phone number of the person designated at the institution as the contact for additional information or clarification regarding the information.
In-State Students	See Geographic Origin at First Attendance.
Institution	See Unit Described. Whenever the term "institution" is used in the Glossary or other parts of the manual, it is synonymous with Unit Described, except in the case of Institution Name. See Institution Name.
Institution Name	The legal name of the institution. The name excludes campus names denoting location, branch and/or extension. Examples include: (a) University of California, (b) Miami Dade Community College, and (c) Earlham College.

Term	Description
Institution Type	Refers to the kinds of degree/diploma/ certificates awarded by the Unit Described: (1) Associate Degree Granting: The highest degree awarded is the Associate of Arts, Associate of Applied Sciences, or other similar degrees. (2) Baccalaureate Degree Granting: The highest degree awarded is the B.A., B.S., or other similar degree. (3) First Professional Degree Granting: The highest degree awarded is one of the following: (a) M.D., (b) D.O., (c) L.L.B. or J.D. (if J.D. is first professional law degree offered), (d) D.D.S., (e) D.V.M., (f) O.D., (g) B.D., M.Div., Rabbi, (h) Pod.D., P.M. (4) Master's Degree Granting: The highest degree awarded is Master's Degree or other similar degrees. (5) Doctoral Degree Granting: Institutions that award doctoral degrees.
Institutional Chart of Accounts	See Chart of Accounts.
Institutional Housing	Housing which is administered by and under the ultimate control of the institution. This category does not include housing on institutional property administered by private concerns, fraternal organizations, or other noninstitutional parties.
Institutional Structure	The type of structure in which the institution resides. The following conventional descriptors have been developed to describe common types of structures used in IEP: (1) Single-Campus Institution: A structure having only one campus.

Term	Description
	(2) Main Campus Plus Branch(es) and/or Extension(s): A structure consisting of one parent campus plus any number of branch campuses or extension centers.
	(3) Multicampus System: A structure consisting of several administratively equal campuses often controlled by one central office.
	(4) Other Institutional Structure: This category should be used for other structures not accounted for in the above distinctions. If this category is used, briefly explain the structure.
Instructor	See Rank.
Instructor Identifier	A unique number used by an institution to identify all personnel who engage in instructional activities.
I/R/PS Personnel	Instruction/Research/Public Service Personnel. Any exempt personnel with the majority (more than 50%) of their activities in 1.0, 2.0, or 3.0 of the Program Classification Structure.
IWLM	The Instructional Work Load Matrix; a matrix which defines the relationships between student programs and instructional activity centers that provide credit instruction to students. For IEP, the IWLM is used to develop direct costs per program semester credit by student program and student level.
Land	Real property together with all improvements other than buildings. Improvements to land include streets, roads, sidewalks, bridges, outside lighting, irrigation systems, trees, plantings, landscaping, parking lots, fencing, and improvements to athletic fields and recreational areas.
Lecturer	See Rank.

Term	Description
Legal Identity	The constituency to which the institution has primary legal responsibility: (1) Public: Control of policy and funding originating directly or indirectly from a constitutionally defined form of government. (2) Private: Control of policy and funding originating primarily from a nongovernmental entity. (3) Other (Specify): Control of funding and/or policy originating from a combination of governmental and nongovernmental entities.
Loans	See Financial Aid.
Lower Division Course	See Course Level.
Lower Division Student	See Student Level.
Main Campus Plus Branch(es) and/or Extension(s)	See Institutional Structure.
Mandatory Transfers	Includes all transfers from one fund group to another which must be made to fulfill the terms of binding legal obligations of the institution.
Master's Degree	See Degree/Diploma/Certificate.
Multicampus System	See Institutional Structure.
Native American/American Indian	See Civil Rights Category.
NCHEMS	National Center for Higher Education Management Systems.
Need-Based Financial Aid	Financial aid awarded to students because of economic need and not because of academic achievement, group membership, etc. This type of aid presumes the submission of a parent's income statement or the income statement of an Independent Student.

Term	Description
Negro/Black	See Civil Rights Category.
New Student	See Admission Status--First-Time Entrance. New Students include New Undergraduate Students and New Graduate Students.
No Academic Credential	See Highest Degree/Diploma/Certificate Earned.
Nonassignable Area	The sum of the circulation, custodial, mechanical, and structural areas.
Noncapital Equipment	Those items of property that have an acquisition cost of less than $500 or an expected service life of less than two years.
Nonclassroom Laboratory	See Room Use Categories.
Nondegree/Diploma/Certificate Student	A student who has not been admitted to a general or specific course of study or program in the institution at the completion of which a degree, diploma, or certificate is awarded by the institution. These students may be enrolled in credit and/or noncredit courses. They should not be confused with "undeclared majors" admitted to degree/diploma/certificate programs or students in other similar holding categories.
Nonmandatory Transfers	Includes all transfers which are made at the direction of the institution's governing board.
Normal Student Load	The number of credit hours (or other units required for graduation) divided by the number of semesters, quarters, etc., normally taken in a degree/diploma/certificate program.
Normal Time to Complete a Student Program	An institutionally specified number of semesters or semester calendar equivalents denoting the number of semesters defined as "normal" for the completion of requirements for each student degree/diploma/certificate program offered.
Not Clear Status	See Termination Status.

Term	Description
Occupancy	See Regular Occupancy and Overcapacity Occupancy.
Office Facilities	See Room Use Categories.
Organizational Unit	An academic department or other organizational division that has fiscal, programmatic, and administrative responsibility for a specific set of activities.
Other Staff	All personnel classified as nonexempt under the Fair Labor Standards Act.
Out-of-State Students	See Geographic Origin at First Attendance.
Overcapacity Occupancy	The number of students in student housing in nonpermanent space which does not meet the standard for permanent occupancy and where an eventual move will be necessary.
Part-Time Personnel	Those personnel who are designated as "part-time" in an official contract, appointment, or agreement.
Part-Time Students	Those students registered for less than 75% of a normal load required to complete a student program or course of study within the normal time.
Payroll Account Number	The number assigned to each individual that designates the account from which an individual's salary is paid. More than one number may be used for one individual.
PCS Activity Center	See Activity Center.
Predominant Calendar System	The method by which the institution structures most of its courses for the calendar year. The following systems are included in IEP:

Term	Description
	(1) Quarter: The quarter calendar consists of three quarters with about twelve weeks for each quarter of instruction. There may be an additional quarter in the summer. (2) Semester: The semester calendar consists of two semesters during the typical academic year with about sixteen weeks for each semester of instruction. There may be an additional summer session. (3) Trimester: The trimester calendar is composed of three terms with about fifteen weeks for each term of instruction. (4) 4-1-4: The 4-1-4 calendar is composed of four courses taken for four months, one course taken for one month, and four courses taken for four months. There may be an additional summer session. (5) Other (Specify): Describe predominant calendar systems that are not defined by any of the above terms.
Private Institution	See Legal Identity.
Professional Certificate	See Highest Degree/Diploma/Certificate Earned.
Professional Degree	See Highest Degree/Diploma/Certificate Earned.
Professor	See Rank.
Program Classification Structure	The Program Classification Structure is a means of identifying and organizing the activities of higher education institutions in a program-oriented manner. See Appendix B.
Program Semester Credit	All discipline semester credits taken by a student major at a particular student level.
Public Institution	See Legal Identity.
Quantitative Score	See Test Scores.
Quarter System	See Predominant Calendar System.

Term	Description
Random Sampling	A selection process where units or persons in a population are randomly selected for inclusion in a sample of that population. See any beginning statistics textbook for a full description of random sampling procedures.
Rank	The institutionally designated official title or grade of faculty. For IEP, the following faculty rank designations will be used: (1) Professor: Faculty designated by the rank of professor. (2) Associate Professor: Faculty designated by the rank of associate professor. (3) Assistant Professor: Faculty designated by the rank of assistant professor. (4) Instructor/Lecturer: Faculty designated by the rank of instructor/lecturer. (5) Teaching or Research Assistant/Associate: Faculty designated as teaching assistant/associate. Generally created for and staffed by people with graduate status at the employing institution. May also be known as Teaching Fellows, Associates, or Graduate Assistants. (6) Undesignated: Faculty who: (a) are not assigned a specific rank but are classified as faculty or some other term to designate instructional status, (b) are especially designated faculty not included in the rank categories. These would include visiting scholar and other special ranks.
Readmitted Student	See Enrollment Status.
Regular Occupancy	The number of students occupying space which meets standards for permanent occupancy where no move is involved.

Term	Description
Regular Session	An institutionally designated period of time during which course work is offered by the institution. Typically, a regular session includes a semester, a quarter, a trimester, or one part of a 4-1-4 calendar system; typically excluded are special short-term sessions or special summer sessions. Regular sessions usually take place during the institution's academic year.
Regular Session Enrollments	Headcount student enrollment as of the census date for each regular session of the academic year.
Renovations	Those expenditures made primarily to restore or repair facilities without making significant changes in function and without actually increasing the size or capacity of the facility.
Residential Facilities	See Room Use Categories.
Restricted Revenues	Includes only those monies expended during the reporting period for a purpose specified by the donor as a precondition for their receipt by the institution.
Revenues	See Current Funds Revenues.
Room Use Categories	Standard categories which describe the use of particular assignable areas: (1) Classroom: A room used by classes that do not require special-purpose equipment for student use. (2) Class Laboratory: A room used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study.

Term	Description
	(3) Special Class Labotatory: A room used primarily by informally (or irregularly) scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study.
	(4) Individual Study Laboratory: A room used primarily for individual student experimentation, observation, or practice in a particular field of study.
	(5) Nonclass Laboratory: A room used for laboratory applications, research, and/or training in research methodology that require special-purpose equipment for staff and/or student experimentation or observation.
	(6) Office Facility: A room used by faculty, staff, or students working at a desk (or table).
	(7) Study Facility: A room used by individuals: (a) to study books or audio/visual materials, (b) to provide shelving for library or audio/visual materials, (c) as a combination of reading room and stacks, (d) as a reading/study room, stack, or open-stack reading room as a supporting service to such rooms, or (e) to serve activities in reading/study rooms, stacks, open-stack reading rooms or processing rooms.
	(8) Special Use Facility: A room used: (a) as an armory, (b) an armory service, (c) for athletic/physical education activities, (d) for athletic facilities spectator seating, (e) for direct service to an athletic/physical education facility, (f) for audio/visual, radio, TV production, distribution, service, (g) for the diagnosis and/or treatment of patients in a program other than medicine, dentistry, and student health care, and room which

Term	Description
	supports these activities, (h) to practice the principles of certain disciplines such as teaching and home economics, (i) as demonstration facilities, and (j) as field buildings, e.g., agricultural, meteorological, shelters for animals, and greenhouses, etc.
	(9) General Use Facility: A room used as assembly, exhibition, food service area, lounge, merchandising, recreation, meeting, or locker room facilities, or room which directly serves such facilities.
	(10) Supporting Facility: A room used for data processing/computer, manufacture/repair/maintenance of products or equipment, storage (materials, vehicles), food processing or storage, or cleaning/washing/drying/ironing linens, etc., or room which directly serves such facilities.
	(11) Health Care Facility: This category includes health care facilities for humans as well as animals; included are patient bedrooms and baths, nurses' stations, surgery and treatment rooms, rooms used for diagnostic support services, supplies storage areas, and public waiting rooms.
	(12) Residential Facility: This category includes facilities which serve as student and faculty housing (e.g., sleeping rooms, apartments, houses). Excluded are rooms which serve residential activities such as office space and food facilities.
	(13) Unclassified Facility: This category includes rooms not assigned, undergoing remodeling or alteration, or not completely finished in construction at the time of inventory.

Term	Description
Salary	The gross salary or wages paid to personnel excluding any fringe benefits.
SAT Score	See Test Scores.
Section Identifier	An institutionally defined unique identifier for each course section offered.
Section Size	The number of students enrolled in a section of a course.
Semester Credit	A unit of measure that represents one student engaged in an instructional activity for a semester for which one credit or fraction thereof is granted toward a degree, diploma, or certificate upon completion of the activity.
Semester Credit Equivalent	A unit of measure that represents the equivalent of one student engaged in an instructional activity for a semester for which one credit or fraction thereof is granted toward a degree, diploma, or certificate upon completion of the activity (e.g., 1 semester credit = 1.50 quarter hours).
Semester Credits Attempted	The total semester credits or semester credit equivalents generated by a group of courses or students as of the census date of the institution. Semester Credits Attempted exclude credits attempted by academic exemption test (e.g., CLEP).
Semester System	See Predominant Calendar System.
Service Months	See FTE Service Months.
Sex	The sex of a person; male or female.
Single Campus Institution	See Institutional Structure.
Spanish-Surnamed American	See Civil Rights Category.
Special Classroom Laboratory	See Room Use Categories.

Term	Description
Special Session	Special sessions include summer sessions and special interim sessions not in common with regular sessions as designated by the institution. Special session enrollments are shown in the Participant Section of this manual.
Special Use Facilities	See Room Use Categories.
Student Admission Status	See Admission Status--First-Time Entrance.
Student Age	The chronological age of a student as of the Fall term census date of the institution.
Student Aid	Includes only outright grants made to students as defined under grants within Financial Aid. Does not include loans or work/study assistance.
Student Enrollment Status	See Enrollment Status.
Student Identification Number	A number assigned to uniquely identify a particular student.
Student Level	Refers to the total accredited work by a student and reflects his level of progress toward a degree, diploma, or certificate. Four student levels are specified for IEP: (1) Lower Division: Includes all students who are enrolled in programs leading to an associate degree (including three-year associate degree programs) or in undergraduate occupational or vocational programs of three years' duration or less; and all other undergraduate students who have earned less than fifty percent of the number of academic credits normally required for a four-year bachelor's degree (typically classified as freshmen or sophomores). (2) Upper Division: Includes all undergraduate students who are not in associate degree or occupational-vocational programs and who have earned fifty percent or more of the academic credits normally required for a bachelor's degree (typically classified as juniors and seniors). Includes students in years three, four, and five of five-year bachelor's degree programs.

Term	Description
	(3) First Professional: Includes all under-who are pursuing any one of the following "first professional" degree programs: M.D., D.O., L.L.B. or J.D. (if J.D. is the first professional degree), D.D.S., D.V.M., O.D., B.D., M.Div., Rabbi, Pod.D., P.M. Students enrolled in undergraduate "preprofessional" curricula and students in the first two years (corresponding to the undergraduate freshman and sophomore years) of integrated graduate professional degree programs should be classified as lower division, and not as graduate professional students.
	(4) Graduate I: Includes all students who hold a bachelor's degree or the equivalent (or a "first professional" degree) and (a) are pursuing a master's degree, or (b) are pursuing a doctoral degree, but have not earned a master's degree and have earned fewer than the equivalent number of credits normally required for a master's degree, or (c) are in a special, unclassified, visitor or other status, or (d) are pursuing an Educational Specialist certificate, degree, or coordinate intermediate level degree program, whether or not they possess an earned master's degree.
	(5) Graduate II: Includes all students who are pursuing a doctoral (except first professional) degree program, except those who are classified as Graduate I by the definition provided above.
Student Major Program	A term synonymous with Student Program. See Student Program.
Student Program	Refers to the course of study followed by a student. HEGIS Taxonomy is used as the reference for categorizing student programs for purposes of IEP. See Appendix C for a list of student program titles.

Term	Description
Student Questionnaire Survey	As part of IEP, the questionnaire administered to all or a sample of students about to be awarded a degree, diploma, or certificate.
Study Facilities	See Room Use Categories.
Supplies and Services	A broad category of expenditures that includes all types of current fund expenditures except compensation, capital expenditures, and student aid: (1) Supplies: Consumable instructional, research, and office supplies and materials. (2) Communications: Telephone, telegraph, postal, printing, binding, and reproduction services. (3) Travel: Transportation, food, lodging, and miscellaneous expenses reimbursed to an employee when he is representing or conducting business for the institution. (4) Other Contractual Services: All other services produced from outside sources that can be directly identified with a particular activity center, e.g., consulting services. (5) Noncapital Equipment: Those items of property that have an acquisition cost of less than $500 or an expected service life of less than two years. Services not included for direct costing are: Library (4.1 in PCS), Audio/Visual Services (4.3 in PCS), General Administrative Services, including administrative data processing (6.3 in PCS), Logistical Services, including the handling and storage of materials and transportation services (6.4 in PCS), Physical Plant Operations, including utilities, maintenance, landscaping, and facilities remodeling (6.5 in PCS), Building Rental (6.9.8600 in PCS), and Equipment Rental (6.9.8800 in PCS).

Term	Description
Supporting Facilities	See Room Use Categories.
Survey Population	The total population of students who are eligible for participation in the Student Questionnaire Survey.
Survey Sample	A random sample of the student population eligible to participate in the Student Questionnaire Survey.
Teaching Assistant	See Rank.
Tenure	The institutional designation that serves to identify the status of the employee with respect to permanence of appointed position.
Termination Status	Refers to status on student's termination from the Unit Described. (1) Clear Status: The student voluntarily chose to leave the institution and is eligible to reenter the institution at any point in time in the future. (2) Not on Clear Status: The student was required by the institution to leave and is subject to specific rules and regulations governing readmission designated by the Unit Described. (a) Academically Suspended or Dropped: The student was required to leave the institution due to unsatisfactory academic performance. (b) Other: The student was required to leave the institution for some reason other than unsatisfactory academic performance (e.g., disciplinary suspension, failure to pay fees, etc.). (3) Program Completer: See Degree/Diploma/Certificate Program Completer.

Term	Description
Test Scores	The scores achieved by a student on the entrance tests given by ETS (Educational Testing Service of Princeton, New Jersey) or ACT (American College Testing Program of Iowa City, Iowa): (1) Quantitative Score: The test score for the math section of the SAT or ACT Entrance Test. (2) Verbal Score: The test score for the English section of the SAT or ACT Entrance Test.
Trade or Craft Certificate	See Highest Degree/Diploma/Certificate Earned.
Trimester System	See Predominant Calendar System.
Tuition Charge - Students	The amount of money charged to students for instructional services; tuition may be charged on a per term, per course, or per credit basis. For IEP purposes the tuition charge quoted should reflect tuition for a full-time student for an academic year.
Two-Year Institution	See Institution Type.
Unclassified Facilities	See Room Use Categories.
Undergraduate Student	See Student Level.
Undergraduate Transfer Student	See Admission Status--First-Time Entrance.
Unit Direct Costs of Instruction	The dollars per discipline semester credit and the dollars per program semester credit.
Unit Described	The legal name and address of the unit being described. For IEP, the Unit Described must be the smallest self-contained unit that can provide data on the following: revenue, enrollment, personnel, costs across activity centers listed in Appendix B. Examples include: Berkeley Campus, South Campus, and Colorado Springs Center. Throughout the IEP Manual, the terms "institution" and Unit Described are used interchangeably, except in the case of Institution Name (See Institution Name).

Term	Description
Upper-Division Course	See Course Level.
Upper-Division Student	See Student Level.
Unrestricted Revenues	Includes all funds received with no stipulation made by the donor as to how they are to be expended, or monies which are initially unrestricted and are subsequently designated for a particular purpose by the institution's governing board.
Verbal Score	See Test Scores.
Work/Study Assistance	See Financial Aid.

APPENDIX B: PROGRAM CLASSIFICATION STRUCTURE ACTIVITY CENTERS

Program Classification Structure

Activity Centers

The following list of Program Classification Structure (PCS) activity centers is recommended for use in the Information Exchange Procedures project. The list has two segments:

1. A summary displaying all elements.
2. A detailed listing including definitions and additional disaggregations.

Note: These elements and definitions are taken from the Program Classification Structure. Anyone using them for information exchange purposes should be thoroughly acquainted with the contents of that document.

Program Classification Structure
Activity Center Summary

1.1	General Academic Instruction*
1.2	Occupational and Vocational Instruction*
1.3	Special Session Instruction*
1.4	Extension Instruction*
2.1	Institutes and Research Centers**
2.2	Individual and Project Research **
3.1	Community Education**
3.2	Community Service**
3.3	Cooperative Extension Service
3.4	Patient Services**
3.5	Specialized Training Programs**
4.1	Libraries
4.2	Museums and Galleries
4.3	Audio/Visual Services
4.4	Computing Support
4.5	Ancillary Support**
4.6	Academic Administration and Personnel Development**
4.7	Course and Curriculum Development**

*By discipline and course level
**By discipline

5.1.7100	Student Development
4.1.7200	Intercollegiate Athletics
5.2	Supplementary Education Service**
5.3	Counseling and Career Guidance
5.4	Financial Aid Administration
5.5	Student Support
6.1	Executive Management
6.2	Fiscal Operations
6.3	General Administrative Services
6.4	Logistical Services
6.5	Physical Plant Operations and Maintenance
6.6	Faculty and Staff Services
6.7	Community Relations
6.9	Annual Use Charge for Capital Assets
7.0	Independent Operations
8.1	Scholarships
8.2	Fellowships
9.0	Hospitals

*By discipline and course level
**By discipline

The following is a detailed display of the items, their definitions, and codes, that comprise the activity centers.

1.1 General Academic Instruction

Definition: The general academic instruction activity centers consist of those activities whose outputs are eligible for credit in meeting specified curricular requirements leading toward a particular postsecondary degree, certificate, or diploma granted by the institution.

Application: Costs and other items of information that relate directly to academic discipline activities are to be categorized under this activity center. Confusion may arise in cases where an academic discipline is offered primarily for instruction to vocational students, e.g., math for auto mechanics. In such cases it is appropriate to identify the information with the associated academic discipline under the occupational and vocational instruction activity center (1.2.1701). The same institution (typically a community college) may offer mathematics for transfer students, which would be appropriately coded 1.1.1701.

Limitations: Information related to activities established to provide instructional services that are not creditable toward degrees should be assigned to the supplementary educational service (by discipline) activity center (5.2.XXXX) if the primary intent is to provide supplemental or remedial educational services for matriculated students, or to the community education activity center (3.1) if the primary intent is to offer instructional services for persons in the community. Information related to activities typically associated with two-year (or less) vocational certification should be included under the occupational and vocational instruction activity center (1.2.XXXX.XX). Courses that serve both 1.1 and 1.2 are to be categorized by primary intent. Information related to the extension instruction for credit activity center (1.4.XXXX) is also excluded.

Coding Detail: Discipline and course level--1.1.XXXX.XX. Codes for the disciplines are specified in Appendix C.

1.2 Occupational and Vocational Instruction

Definition: The occupational and vocational instruction activity centers consist of those activities whose outputs are eligible for credit in meeting specified curricular requirements leading to a particular postsecondary degree or certificate granted by the institution. The activities in these centers have been established primarily to provide instruction in nonacademic disciplines and are intended primarily for use by institutions offering two-year (or less) terminal degrees for vocational certification in the trades and paraprofessional areas.

Application: Costs and other items of information related to activities serving two-year (or less) terminal degrees for vocational certification are classified here. Confusion may arise where an academic discipline is offered primarily for instruction to vocation students, e.g., math for auto mechanics. In such cases, it is appropriate to identify the information with the associated academic discipline having management responsibility for the activities and code them within the appropriate occupational and vocational activity center (1.2). The same community college may offer mathematics for transfer students. That program would be appropriately coded 1.1.1701.XX. Courses that serve both 1.1 and 1.2 activities should be categorized by primary intent.

Limitations: Activities related to general academic instruction (1.1) and extension instruction (for credit) (1.4) are excluded. Information related to activities established to provide instructional services that are not creditable toward degrees should be assigned to the Supplementary Education Service activity center--by discipline--(5.2.XXXX) if the primary intent is to provide supplemental or remedial educational services for matriculated students, or the community education activity center (3.1), if the primary intent is to offer instructional services for persons in the community.

Coding Detail: Discipline and course level--1.2.XXXX.XX. Codes for disciplines are specified in Appendix C.

1.3 Special Session Instruction

Definition: These activity centers consist of all instructional activities that are offered during a summer session, interim session, or other period that is not in common with the institution's regular term. It consists of activities whose outputs are eligible for credit in meeting specified curricular requirements leading to a particular postsecondary degree or certificate granted by the institution.

Application: Costs and other items of information related to special session instruction activities are categorized here.

Limitations: Excluded is information related to instructional activities that are offered during an institution's regular academic term.

Coding Detail: Discipline and course level--1.3.XXXX.XX. Codes for disciplines are specified in Appendix C.

1.4 Extension Instruction (for credit)

Definition: These activity centers consist of all instructional activities that are managed separately by an extension division (or similar agency within the institution) and are applicable toward a formal degree or certificate. It consists of activities whose outputs are eligible for credit in meeting specified curricular requirements leading to a particular postsecondary degree or certificate granted by the institution.

Application: Costs and other items of information related to extension instruction activities are categorized here.

Limitations: Excluded is information related to activities that may not be credited toward formal degrees or certificates and are offered by an institution primarily as a public service, e.g., continuing education, short courses, etc.

Coding Detail: Discipline and course level--1.4.XXXX.XX. Codes for disciplines are specified in Appendix C.

2.1 Institutes and Research Centers

Definition: These activity centers contain all research-related program elements that are part of a formal research organization. Typically, research organizations are created to manage a number of research efforts. Program elements belonging to such semi-autonomous entities should be included within this program and classified according to the HEGIS disciplines wherever possible. In some cases, it may be preferred to classify these research organizations in relation to the general discipline category, e.g., physical sciences, rather than a specific subcategory, e.g., physics. Included are research division, bureaus, institutes, and experimental stations.

Application: Costs and other items of information related to institutes and research center activities are categorized here.

Limitations: Research activities that are managed within academic departments should be included in activity center 2.1, individual or project research.

Coding Detail: Discipline level--2.1.XXXX. Codes for disciplines are specified in Appendix C.

2.2 Individual and Project Research

Definition: These activity centers consist of research activities that are normally managed within the academic departments. This subprogram consists of the various research-related program elements that have been created as a result of a contract, grant, or specific allocation of institutional resources to conduct a study or investigation of a specific scope. Generally, such program elements may be identified with the principal investigator and should be coded within his assigned discipline. Program elements within this subprogram are normally of a temporary nature (i.e., created for a specified period of time) as contrasted to the more permanent nature of the research organizations within the institutes and research centers subprogram. However, an institution can explicitly commit departmental resources to the creation of research outcomes on a ongoing basis as a part of its educational program or policy. In such cases, the institution would appropriately establish research program elements in the various academic departments within subprogram 2.2, individual or project research.

Application: Costs and other items of information related to individual of project research activities are categorized here.

Limitations: Information related to activities of externally funded educational activities such as workshops, short courses, and training grants would normally be considered as either instruction or public service. Departmental research, when not supported by specific designation of funds, is part of one of the instructional activity centers. Course and curriculum development is included under activity center 4.7.

Coding Detail: Discipline level--2.2.XXXX. Codes for disciplines are specified in Appendix C.

3.1 Community Education

Definition: These activity centers consist of activities that are designed to provide services beneficial to groups external to the institution and that are managed within the academic departments or elsewhere within the institution to provide continuing education, e.g., noncredit instructional services, to members of the community other than matriculated students. Community education is considered to be those activities that have been established to provide an educational service to the various members of the community and that are not part of the degree curriculum, e.g., short courses, professional review courses, etc.

Application: Costs and other items of information related to noncredit instructional services provided to members of the community other than matriculated students are classified here.

Limitations: Information related to noncredit instructional services to provide supplemental or remedial services for matriculated students is classified under supplementary education service activity centers (5.2.XXXX).

Coding Detail: Discipline level--3.1.XXXX. Codes for disciplines are specified in Appendix C.

3.2 Community Service

Definition: These activity centers consist of activities that are designed to provide services beneficial to groups external to the institution and that are established to provide general community services, excluding instructional activities. Community service activities are managed either within the academic departments or elsewhere within the institution and have been established to provide general public services to the community at large or special sectors within the community. Community service is concerned with making available to the public various resources and unique capabilities that exist within the institution.

Examples of community service may be conferences and institutes, general advisory services and reference bureaus, urban affairs, international affairs, radio and television, consultation, and similar activities. Community service activities are those for which the primary intent for establishing and maintaining the activity is to provide services that are beneficial to groups and individuals outside of the institution.

Application: Costs and other items of information related to general community services, excluding instructional activities, are to be classified here.

Limitations: Information related to instructional activities or to activities established primarily for the institution's staff or student body is excluded.

Coding Detail: No further breakdown recommended.

3.3 Cooperative Extension Service

Definition: These activity centers consist of all activities that are designed to provide services beneficial to groups external to the institution and that are established as the result of cooperative efforts between the university and outside agencies (e.g., agricultural extension, urban extension). The item is intended primarily for land-grant colleges and universities. The distinguishing feature of these activities is that the programmatic and fiscal control is shared by the institution and one or more governmental units. Historically, agricultural extension programs and, increasingly, certain urban extension programs represent a significant commitment of resources that are not necessarily under the control of the institution in terms of the programmatic direction of the activities. These cooperative extension programs are often a cross between independent operations and public service in that they represent a mix of resources belonging to the institution.

Application: Costs and other items of information related to activities and services associated with cooperative extension services are to be classified here.

Limitations: Cooperative extension programs are often a cross between independent operations and public service. Information related to activities primarily under the control of an agency external to the institution is to be classified under the independent operations program (7.0).

Coding Detail: No further breadkown recommended.

3.4 Patient Services

Definition: These activity centers consist of activities that provide services that benefit patients either directly through faculty physicians or indirectly through consulting, laboratory, or other services rendered under the auspices of a hospital or clinic. Patient service activities are those established to provide public services to the community at large or to special sectors within the community, e.g., low-income families.

Application: Costs and other items of information related to patient service activities are categorized here. Patient service activities that are separately budgeted are identified with the appropriate activity center (3.4) during the account crossover, e.g., a speech clinic whose primary intent is public service. If patient services are inextricably combined with instruction and research activities, as in a teaching hospital, the related costs should be crossed over to Hospitals (9.0) or the appropriate Ancillary Support activity center (4.5).

Limitations: Patient services provided to the student body are classified under student health services (5.5). Patient services provided to the faculty and staff are classified under faculty health services (6.6).

Coding Detail: No further breakdown recommended.

3.5 Specialized Training Programs

Definition: These activity centers consist of activities that offer noncredit training for a specified purpose and are typically administered and funded as separate projects or grants.

Application: Costs and other items of information about activities in specialized training programs, such as the Peace Corps or law enforcement, are to be included here.

Limitations: Do not include funds for stipends connected with the training program. They should be included in 8.1 or 8.2.

Coding Detail: No further breakdown recommended.

NOTE: The overall objective of the activity centers contained in subprograms 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, and 4.7 defined below is to provide support services that are an integral part of the operations of instructional, research, and public service activity centers through the retention, preservation, and display of materials, or to provide services that directly assist the academic functions of the institution.

4.1 Libraries

Definition: These activity centers consist of all activities that directly support the operation of a catalogued or otherwise classified collection of published material.

Application: Costs and other items of information related to activities supporting the operation and maintenance of a collection of published materials are classified here.

Limitations: Information related to such activities as providing departmental library services is included in the appropriate instructional activity center.

Coding Detail: If a library can be identified with a group of disciplines, e.g., Law or Business, the first two digits of the HEGIS code should also be used.

4.2 Museums and Galleries

Definition: This activity center consists of all activities established to provide services for the collection, preservation, and exhibition of historical materials, art objects, scientific displays, etc.

Application: Costs and other items of information related to the provision of museum and gallery activities are included in this category.

Limitations: Information related to research activities in museums and galleries should be classified under the institutes and research centers activity center (2.1) or the individual and project research activity center (2.2).

Coding Detail: No further breakdown recommended.

4.3 Audio/Visual Services

Definition: This activity center consists of all activities associated with providing audio/visual services to support the academic programs of the institution.

Application: Costs and other items of information related to providing audio and/or visual materials are included in this category.

Limitations: Information related to such activities as audio/visual technology as part of the instructional process (language laboratory for an individual department) should be included in the appropriate discipline and instructional activity center.

Coding Detail: No further breakdown recommended.

4.4 Computing Support

Definition: This activity center consists of activities established to provide computing support to the instruction (1.1, 1.2, 1.3, and 1.4), organized research (2.1 and 2.2), and public service (3.1, 3.2, 3.3, 3.4, and 3.5) activity centers.

Application: Costs and other items of information related to computing support activities are classified here.

Limitations: Excluded are items of information related to administrative data processing activities which are included as part of the general administrative services activity center (6.3). In the case of a centralized center serving both academic and administrative needs, it is recommended that the institution attempt to distinguish between those resources related to supporting the administrative computing activities and those related to academic computer support activities. Information related to computer-assisted instruction activities should be identified with course activities and should be coded under the appropriate instructional activity center and discipline.

Coding Detail: No further breakdown recommended.

4.5 Ancillary Support

Definition: These activity centers consist of activities that provide support services to the primary programs and that are not appropriately classified within the previous activity centers. Such ancillary support activities, when they exist, normally provide joint services to the instruction, organized research, and public service programs.

Application: Costs and other terms of information related to ancillary support activities typically deal with demonstration schools and special functions such as machine or glass-blowing shops

Limitations: Information pertaining to shops and similar activities that serve a specifically identifiable function and discipline should be coded under the appropriate category of the instructional, organized research, or public service activity center. Information relating to teaching hospitals should be coded as a separate program (9.0).

Coding Detail: Discipline level--4.5.XXXX. Codes for disciplines are specified in Appendix C.

4.6 Academic Administration and Personnel Development

Definition: These activity centers consist of all activities that provide general administrative support and management direction for the primary programs.

Application: For the purposes of this document, costs and other information related to the activities of college deans, departmental chairmen, associated support staff, and their equivalents are included in this category. Also included are administrative activities of all faculty members as identified through a faculty activity analysis.

Limitations: Information related to the activities of the institution's executive and general administrative officers are more appropriately coded under the executive management activity centers (6.1).

Coding Detail: Discipline level--4.6.XXXX. Codes for disciplines are specified in Appendix C.

4.7 Course and Curriculum Development

Definition: These activity centers consist of activities established to accomplish the planning and developmental activities for the future (i.e., subsequent to the current budget period) instructional activities. The intent of this center is to separate from the current operational aspects of the instruction program those activities that may result in instructional offerings at some point beyond the current budget period. This activity center may be thought of as reflecting investment costs for future instruction program elements.

Application: For the purposes of this manual, costs and other information related to separately budgeted activities that are specifically devoted to course and curriculum development activities are classified here. Also included are course and curricular developmental activities of all faculty members as identified through a faculty activity analysis.

Coding Detail: Discipline level--4.7.XXXX. Codes for disciplines are specified in Appendix C.

NOTE: The overall objective of activity centers 5.1.7100, 5.1.7200, 5.2, 5.3, 5.4, and 5.5 as defined below is to contribute to the student's emotional and physical well-being, outside the context of the formal academic program.

5.1.7100 Student Development

Definition: This activity center consists of all activities that have been established to provide for the student's social and cultural development outside of the degree curriculum.

Application: Costs and related items of information to be classified under this center include those that pertain to activities such as student activities, cultural events, student organizations, recreation, and intramural athletics. Information related to student unions, bowling alleys, and sports complexes is also included here.

Limitations: Information related to intercollegiate athletics and to instructional activities creditable toward a degree is excluded.

Coding Detail: No further breakdown recommended.

5.1.7200 Intercollegiate Athletics

Definition: This activity center includes activities associated with the performance of intercollegiate athletics. It is assumed that the primary intent of such activities is to enhance the student's development.

Application: This center is provided to keep a separate tabulation of costs and other information devoted to the institution's intercollegiate athletics program.

Limitations: Information related primarily to intramural activities and/or instructional activities is excluded.

Coding Detail: No further breakdown recommended.

5.2 Supplementary Education Service

Definition: These activity centers consist of activities that have been established primarily to provide matriculated students with supplemental instruction outside of the normal academic activities. Generally, activities within this center are established to provide remedial education service as contrasted to instructional activities that are a part of the degree curriculum.

Application: Costs and other information related to the provision of supplemental instruction outside the normal academic program to matriculated students are included here.

Limitations: Information related to regular academic programs and to providing nondegree instructional activities to members of the community is excluded.

Coding Detail: Discipline level--5.2.XXXX. Codes for disciplines are specified in Appendix C.

5.3 Counseling and Career Guidance

Definition: This activity center consists of activities established to provide counseling services, career guidance, and placement services for the student body.

Application: Costs and other information related to the activities of placement bureaus, counseling centers, etc., are included in this activity center.

Limitations: Information concerning faculty giving informal student counseling is excluded.

Coding Detail: No further breakdown recommended.

5.4 Financial Aid Administration

Definition: This activity center consists of activities established to provide financial aid and assistance to students and pertains only to the administration of such activities.

Application: Costs and related information concerning the activities associated with financial analysis and counseling, and the administration of work/study, student employment, scholarships, loans, and grants programs are included here.

Limitations: Excluded is information concerning placement bureaus for students leaving the institution. Note also that the actual cash amounts for scholarships, loans, and grants are excluded.

Coding Detail: No further breakdown recommended.

5.5 Student Support

Definition: These activity centers consist of activities established within the institution to provide convenience services to the student body or services to special student groups. For many institutions, it will often be difficult to distinguish between convenience services provided for the benefit of students and those provided for faculty and staff, e.g., a central cafeteria for both. In such instances, the activity center will typically be identified with the student support center unless the primary intent is clearly to provide services for the faculty and staff.

Application: Costs and other items of information related to activities such as student housing, health services, veterans' assistance, disadvantaged assistance, food services, and retail services and concessions are included here. Typically, information regarding bookstores, student health centers, residential complexes, and cafeterias is also classified under this category.

Limitations: Excluded is information related to the provisions of similar activities for members of the staff.

Coding Detail: No further breakdown recommended.

NOTE: The overall objective of the activity centers contained in subprograms 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 6.7, defined below is to maintain the institution's organizational effectiveness and continuity.

6.1 Executive Management

Definition: These activity centers consist of all central executive level activities and other activities concerned with the management and long-range planning of the entire institution, as contrasted to any one program within the institution.

Application: Costs and other information pertaining to such central operations activities as legal services, executive direction (the governing board, the chief and senior executive officers), analytical studies, institutional research, long-range planning, etc., are included here.

Limitations: Information regarding administrative data processing activities, logistical services, and physical plant operations is excluded.

Coding Detail: No further breakdown recommended.

6.2 Fiscal Operations

Definition: These activity centers consist of central operations activities related to fiscal control, investments, and functional activities related to the fiscal operations of the institution.

Application: Costs and related information pertaining to the activities of the fiscal operations of the institution are included here.

Limitations: Information regarding financial aid and counseling activities for the student body is excluded.

Coding Detail: No further breakdown recommended.

6.3 General Administrative Services

Definition: These activity centers consist of activities established to provide central administrative services, e.g., administrative data processing, and activity centers related to student records and staff personnel.

Application: Costs and related information pertaining to general administrative activities, such as administrative data processing, are classified here.

Limitations: Information concerning data processing activities that serve the primary programs explicitly is more appropriately coded under the computing support activity center (4.4).

Coding Detail: No further breakdown recommended.

6.4 Logistical Services

Definition: These activity centers consist of activities established to provide procurement services, supply and maintenance of provisions, and the orderly movement of support materials for the campus operation. Included within logistical services are central activities related to the environmental health and safety of the staff and students.

Application: Costs and other items of information regarding activities such as central stores, central laundry, and campus law enforcement officers are included in this category.

Limitations: Excluded is information pertaining to the logistical service activities of special organizational units within the institution.

Coding Detail: No further breakdown recommended.

6.5 Physical Plant Operations and Maintenance

Definition: These activity centers consist of activities established to provide services related to the campus grounds and facilities.

Application: Costs and related information about activities related to maintaining existing grounds and facilities, operating utility services, creating new facilities and/or modifying existing facilities are included here. For the purpose of information exchange, all chargebacks of utilities expenditures to specific organizational units are to be aggregated in this activity center.

Limitations: This category includes only the information about the activities of operating physical plant departments. Capital expenditures for plant expansion and modification should be excluded.

Coding Detail: No further breakdown recommended.

6.6 Faculty and Staff Services

Definition: These activity centers consist of activities established to provide support services for the faculty and staff and activities whose primary intent is to provide support and convenience services to the faculty and staff.

Application: Costs and other information about activities such as faculty clubs and staff housing are to be included in this category.

Limitations: Information pertaining to service activities where primary intent is not obvious, e.g., a central cafeteria, should be classified under the student support activity centers (5.5).

Coding Detail: No further breakdown recommended.

6.7 Community Relations

Definition: These activity centers consist of activities established to maintain relationships with the general community, the institution's alumni, or other constituents, and to conduct activities related to development and fund raising.

Application: Costs and related information about community relations activities should be classified here, e.g., the alumni office, the public relations office.

Limitations: Information about activities established primarily to provide public service to the community is excluded.

Coding Detail: No further breakdown recommended.

6.9 Annual Use Charge for Capital Assets

Definition: These activity centers consist of the capital costs of all buildings and equipment used by the institution in operating its programs.

Application: The capital costs can be measured in two ways: (a) if the buildings or equipment are leased, the annual use charge is equivalent to the total rental expenditures; (b) if the buildings or equipment are owned by the institution, the annual use charge is defined as the current depreciation of the asset plus the interest foregone on the investment of that asset. Maintain this information by discipline if it is available.

Coding Detail: The following activity centers are recommended: Calculated Use Charge for Buildings (6.9.8500); Rental Charge for Buildings (6.9.8600); Calculated Use Charge for Equipment (6.9.8700); Rental Charge for Equipment (6.9.8800).

7.0 Independent Operations

Definition: These activity centers consist of activities that are independent of or unrelated to the primary missions of the institution. Included are operations owned or controlled by the institution, e.g., a bowling alley. Included also are operations controlled or operated by outside agencies but housed or otherwise supported by the institution.

Application: These activity centers are provided to give the institution the capability to classify independent activities. In terms of costing it will be neither a support activity center nor a final cost objective. Thus, wherever possible all costs and related information including utilities, salaries, audio/visual services related to independent operations, should be lodged in this activity center during the account crossover.

Coding Detail: No further breakdown recommended.

8.1 Scholarships

Definition: An activity center that includes all expenditures for undergraduate student aid.

Application: Expenditure information in this activity center should include financial aid to students in the form of tuition and fee remissions, as well as scholarships and gifts.

Limitations: This activity center does not include student loans or expenditures for work/study. It also does not include remission of tuition and fees as a result of either family or staff status, which should be classified as fringe benefits rather than student aid.

Coding Detail: No further breakdown recommended.

8.2 Fellowships

Definition: An activity center that includes all monies awarded to graduate students (either predoctoral or postdoctoral) to encourage study in their field of interest.

Application: Normally, fellowships are cash awards (i.e., outright gifts) and are not contingent upon services rendered by the student as are teaching and research assistantships. This activity center also includes any funds from specialized training grants which are specifically designated for stipends, as well as tuition waivers or refunds.

Limitations: If services are required in exchange for the fellowship, that portion expended by the institution should be classified as direct costs to the department or organizational unit to which services are rendered.

Coding Detail: No further breakdown recommended.

9.0 Hospitals

Definition: This activity center includes all activities associated with the operations of the hospital, including nursing services, other professional services, general services, administrative services, and fiscal services.

Application: Costs and related information pertaining to the operation of a hospital should be included here.

Limitations: Those activities which take place within the hospital, but which are more appropriately categorized as instruction, research, or public service should be excluded from this category.

Coding Detail: No further breakdown recommended.

APPENDIX C: THE HEGIS TAXONOMY

SECTION 1: SUMMARY

In view of the length and comprehensive nature of the Taxonomy of Instructional Programs,* it may sometimes be difficult to locate the appropriate reporting title for a specific instructional program. To facilitate the location process, a summary list of the program categories (discipline categories) is shown below.

PROGRAM (DISCIPLINE) CATEGORIES

(Conventional academic subdivisions of knowledge and training)

Code	
0000	GENERAL
0100	AGRICULTURE and NATURAL RESOURCES
0200	ARCHITECTURE and ENVIRONMENTAL DESIGN
0300	AREA STUDIES
0400	BIOLOGICAL SCIENCES
0500	BUSINESS and MANAGEMENT
0600	COMMUNICATIONS
0700	COMPUTER and INFORMATION SCIENCES
0800	EDUCATION
0900	ENGINEERING
1000	FINE and APPLIED ARTS
1100	FOREIGN LANGUAGES
1200	HEALTH PROFESSIONS
1300	HOME ECONOMICS
1400	LAW
1500	LETTERS
1600	LIBRARY SCIENCE
1700	MATHEMATICS
1800	MILITARY SCIENCES
1900	PHYSICAL SCIENCES
2000	PSYCHOLOGY
2100	PUBLIC AFFAIRS and SERVICES
2200	SOCIAL SCIENCES
2300	THEOLOGY
4900	INTERDISCIPLINARY STUDIES

(Technological and occupational specialties related to curriculums leading to associate degrees and other awards below the baccalaureate)

Code	
5000	BUSINESS and COMMERCE TECHNOLOGIES
5100	DATA PROCESSING TECHNOLOGIES
5200	HEALTH SERVICES and PARAMEDICAL TECHNOLOGIES
5300	MECHANICAL and ENGINEERING TECHNOLOGIES
5400	NATURAL SCIENCE TECHNOLOGIES
5500	PUBLIC SERVICE RELATED TECHNOLOGIES

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*Source: Robert A. Huff and Marjorie O. Chandler, A Taxonomy of Instructional Programs in Higher Education (Washington, D. C.: National Center for Educational Statistics, Office of Education, 1970).

SECTION 2: NUMERICAL LISTING OF HEGIS DISCIPLINES

PROGRAM (DISCIPLINE) SUBCATEGORIES

0000 GENERAL USE

0100 AGRICULTURE AND NATURAL RESOURCES
- 0101 Agriculture, General
- 0102 Agronomy (Field Crops, and Crop Management)
- 0103 Soils Science (Management and Conservation)
- 0104 Animal Science (Husbandry)
- 0105 Dairy Science (Husbandry)
- 0106 Poultry Science
- 0107 Fish, Game, and Wildlife Management
- 0108 Horticulture (Fruit and Vegetable Production)
- 0109 Ornamental Horticulture (Floriculture, Nursery Science)
- 0110 Agricultural and Farm Management
- 0111 Agricultural Economics
- 0112 Agricultural Business
- 0113 Food Science and Technology
- 0114 Forestry
- 0115 Natural Resources Management
- 0116 Agriculture and Forestry Technologies
- 0117 Range Management
- 0199 Other, Specify

0200 ARCHITECTURE AND ENVIRONMENTAL DESIGN
- 0201 Environmental Design, General
- 0202 Architecture
- 0203 Interior Design
- 0204 Landscape Architecture
- 0205 Urban Architecture
- 0206 City, Community, and Regional Planning
- 0299 Other, Specify

0300 AREA STUDIES
- 0301 Asian Studies, General
- 0302 East Asian Studies
- 0303 South Asian (India, etc.) Studies
- 0304 Southeast Asian Studies
- 0305 African Studies
- 0306 Islamic Studies
- 0307 Russian and Slavic Studies
- 0308 Latin American Studies
- 0309 Middle Eastern Studies
- 0310 European Studies, General
- 0311 Eastern European Studies
- 0312 West European Studies
- 0313 American Studies
- 0314 Pacific Area Studies
- 0399 Other, Specify

0400 BIOLOGICAL SCIENCES
- 0401 Biology, General
- 0402 Botany, General
- 0403 Bacteriology
- 0404 Plant Pathology
- 0405 Plant Pharmacology
- 0406 Plant Physiology
- 0407 Zoology, General
- 0408 Pathology, Human and Animal
- 0409 Pharmacology, Human and Animal
- 0410 Physiology, Human and Animal
- 0411 Microbiology
- 0412 Anatomy
- 0413 Histology
- 0414 Biochemistry
- 0415 Biophysics
- 0416 Molecular Biology
- 0417 Cell Biology (Cytology, Cell Physiology)
- 0418 Marine Biology
- 0419 Biometrics and Biostatistics
- 0420 Ecology
- 0421 Entomology
- 0422 Genetics
- 0423 Radiobiology
- 0424 Nutrition, Scientific (exclude Nutrition in Home Economics and Dietetics)

0425 Neurosciences
0426 Toxicology
0427 Embryology
0499 Other, Specify

0500 BUSINESS AND MANAGEMENT

0501 Business and Commerce, General
0502 Accounting
0503 Business Statistics
0504 Banking and Finance
0505 Investments and Securities
0506 Business Management and Administration
0507 Operations Research
0508 Hotel and Restaurant Management
0509 Marketing and Purchasing
0510 Transportation and Public Utilities
0511 Real Estate
0512 Insurance
0513 International Business
0514 Secretarial Studies
0515 Personnel Management
0516 Labor and Industrial Relations
0517 Business Economics
0599 Other, Specify

0600 COMMUNICATIONS

0601 Communications, General
0602 Journalism (Printed Media)
0603 Radio/TV
0604 Advertising
0605 Communication Media
(use of videotape, film, etc., oriented specifically toward radio/TV)
0699 Other, Specify

0700 COMPUTER AND INFORMATION SCIENCES

0701 Computer and Information Sciences, General
0702 Information Sciences and Systems
0703 Data Processing
0704 Computer Programming
0705 Systems Analysis
0799 Other, Specify

0800 EDUCATION

0801 Education, general
0802 Elementary education, general
0803 Secondary education, general
0804 Junior high school education
0805 Higher education, general
0806 Junior and community college education
0807 Adult and continuing education
0808 Special education, general
0809 Administration of special education
0810 Education of the mentally retarded
0811 Education of the gifted
0812 Education of the deaf
0813 Education of the culturally disadvantaged
0814 Education of the visually handicapped
0815 Speech correction
0816 Education of the emotionally disturbed
0817 Remedial education
0818 Special learning disabilities
0819 Education of the physically handicapped
0820 Education of the multiple handicapped
0821 Social foundations (history and philosophy of education)
0822 Educational psychology (include learning theory)
0823 Pre-elementary education (kindergarten)
0824 Educational statistics and research
0825 Educational testing, evaluation, and measurement
0826 Student personnel (counseling and guidance)
0827 Educational administration
0828 Educational supervision
0829 Curriculum and instruction
0830 Reading education (methodology and theory)
0831 Art education (methodology and theory)
0832 Music education (methodology and theory)
0833 Mathematics education (methodology and theory)
0834 Science education (methodology and theory)
0835 Physical education
0836 Driver and safety education
0837 Health education (include family life education)
0838 Business, commerce, and distributive education
0839 Industrial arts, vocational, and technical education
0899 Other, specify

0900 ENGINEERING

0901 Engineering, General
0902 Aerospace, Aeronautical, and Astronautical Engineering
0903 Agricultural Engineering
0904 Architectural Engineering
0905 Bioengineering and Biomedical Engineering
0906 Chemical Engineering (include Petroleum Refining)
0907 Petroleum Engineering (exclude Petroleum Refining)
0908 Civil, Construction, and Transportation Engineering
0909 Electrical, Electronics, and Communications Engineering
0910 Mechanical Engineering
0911 Geological Engineering
0912 Geophysical Engineering
0913 Industrial and Management Engineering
0914 Metallurgical Engineering
0915 Materials Engineering
0916 Ceramic Engineering
0917 Textile Engineering
0918 Mining and Mineral Engineering
0919 Engineering Physics
0920 Nuclear Engineering
0921 Engineering Mechanics
0922 Environmental and Sanitary Engineering
0923 Naval Architecture and Marine Engineering
0924 Ocean Engineering

0925 Engineering Technologies
0999 Other, Specify

1000 FINE AND APPLIED ARTS

1001 Fine Arts, General
1002 Art (Painting, Drawing, Sculpture)
1003 Art History and Appreciation
1004 Music (Performing, Composition, Theory)
1005 Music (Liberal Arts Program)
1006 Music History and Appreciation (Musicology)
1007 Dramatic Arts
1008 Dance
1009 Applied Design (Ceramics, Weaving, Textile Design, Fashion Design, Jewelry, Metalsmithing, Interior Decoration, Commercial Art)
1010 Cinematography
1011 Photography
1099 Other, Specify

1100 FOREIGN LANGUAGES

1101 Foreign Languages, General
1102 French
1103 German
1104 Italian
1105 Spanish
1106 Russian
1107 Chinese
1108 Japanese
1109 Latin
1110 Greek, classical
1111 Hebrew
1112 Arabic
1113 Indian (Asiatic)
1114 Scandinavian Languages
1115 Slavic Languages (other than Russian)
1116 African Languages (non-Semitic)
1199 Other, Specify

1200 HEALTH PROFESSIONS

1201 Health Professions, General
1202 Hospital and Health Care Administration
1203 Nursing
1204 Dentistry
1205 Dental Specialties
1206 Medicine
1207 Medical Specialties
1208 Occupational Therapy
1209 Optometry
1210 Osteopathic Medicine
1211 Pharmacy
1212 Physical Therapy
1213 Dental Hygiene
1214 Public Health
1215 Medical Record Librarianship
1216 Podiatry or Podiatric Medicine
1217 Biomedical Communication
1218 Veterinary Medicine
1219 Veterinary Medicine Specialties
1220 Speech Pathology and Audiology
1221 Chiropractic
1222 Clinical Social Work
1223 Medical Laboratory Technologies
1224 Dental Technologies
1225 Radiologic Technologies
1299 Other, Specify

1300 HOME ECONOMICS

1301 Home Economics, General
1302 Home Decoration and Home Equipment
1303 Clothing and Textiles
1304 Consumer Economics and Home Management
1305 Family Relations and Child Development
1306 Foods and Nutrition (include Dietetics)
1307 Institutional Management and Cafeteria Management
1399 Other, Specify

1400 LAW

1401 Law, General
1499 Other, Specify

1500 LETTERS

1501 English, General
1502 Literature, English
1503 Comparative Literature
1504 Classics
1505 Linguistics (include Phonetics, Semantics, and Philology)
1506 Speech, Debate, and Forensic Science (Rhetoric and Public Address)
1507 Creative Writing
1508 Teaching of English as a Foreign Language
1509 Philosophy
1510 Religious Studies (exclude Theological Professions)
1599 Other, Specify

1600 LIBRARY SCIENCE

1601 Library Science, General
1699 Other, Specify

1700 MATHEMATICS

1701 Mathematics, General
1702 Statistics, Mathematical and Theoretical
1703 Applied Mathematics
1799 Other, Specify

1800 MILITARY SCIENCES

1801 Military Science (Army)
1802 Naval Science (Navy, Marines)
1803 Aerospace Science (Air Force)
1899 Other, Specify

1900 PHYSICAL SCIENCES

1901 Physical Sciences, General
1902 Physics, General (exclude Biophysics)
1903 Molecular Physics
1904 Nuclear Physics
1905 Chemistry, General (exclude Biochemistry)
1906 Inorganic Chemistry
1907 Organic Chemistry
1908 Physical Chemistry
1909 Analytical Chemistry
1910 Pharmaceutical Chemistry
1911 Astronomy
1912 Astrophysics
1913 Atmospheric Sciences and Meteorology
1914 Geology
1915 Geochemistry
1916 Geophysics and Seismology
1917 Earth Sciences, General
1918 Paleontology
1919 Oceanography
1920 Metallurgy
1999 Other, Specify

2000 PSYCHOLOGY

- 2001 Psychology, General
- 2002 Experimental Psychology (animal and human)
- 2003 Clinical Psychology
- 2004 Psychology for Counseling
- 2005 Social Psychology
- 2006 Psychometrics
- 2007 Statistics in Psychology
- 2008 Industrial Psychology
- 2009 Developmental Psychology
- 2010 Physiological Psychology
- 2099 Other, Specify

2100 PUBLIC AFFAIRS AND SERVICES

- 2101 Community Services, General
- 2102 Public Administration
- 2103 Parks and Recreation Management
- 2104 Social Work and Helping Services (other than Clinical Social Work)
- 2105 Law Enforcement and Corrections
- 2106 International Public Service (other than Diplomatic Service)
- 2199 Other, Specify

2200 SOCIAL SCIENCES

- 2201 Social Sciences, General
- 2202 Anthropology
- 2203 Archeology
- 2204 Economics
- 2205 History
- 2206 Geography
- 2207 Political Science and Government
- 2208 Sociology
- 2209 Criminology
- 2210 International Relations
- 2211 Afro-American (Black Culture) Studies
- 2212 American Indian Cultural Studies
- 2213 Mexican-American Cultural Studies
- 2214 Urban Studies
- 2215 Demography
- 2299 Other, Specify

2300 THEOLOGY

- 2301 Theological Professions, General
- 2302 Religious Music
- 2303 Biblical Languages
- 2304 Religious Education
- 2399 Other, Specify

4900 INTERDISCIPLINARY STUDIES

- 4901 General Liberal Arts and Sciences
- 4902 Biological and Physical Sciences
- 4903 Humanities and Social Sciences
- 4904 Engineering and Other Disciplines
- 4999 Other, Specify

5000 BUSINESS AND COMMERCE TECHNOLOGIES

- 5001 Business and Commerce Technologies, General
- 5002 Accounting Technologies
- 5003 Banking and Finance Technologies
- 5004 Marketing, Distribution, Purchasing, Business, and Industrial Management Technologies
- 5005 Secretarial Technologies (include Office Machines Training)
- 5006 Personal Service Technologies (Stewardess, Cosmetologist, etc.)
- 5007 Photography Technologies
- 5008 Communications and Broadcasting Technologies (Radio/TV, Newspapers)
- 5009 Printing and Lithography Technologies
- 5010 Hotel and Restaurant Management Technologies
- 5011 Transportation and Public Utility Technologies
- 5012 Applied Arts, Graphic Arts, and Fine Arts Technologies (include advertising design)
- 5099 Other, Specify

5100 DATA PROCESSING TECHNOLOGIES

- 5101 Data Processing Technologies, General
- 5102 Key Punch Operator and Other Input Preparation Technologies
- 5103 Computer Programmer Technologies
- 5104 Computer Operator and Peripheral Equipment Operation Technologies
- 5105 Data Processing Equipment Maintenance Technologies
- 5199 Other, Specify

5200 HEALTH SERVICES AND PARAMEDICAL TECHNOLOGIES

- 5201 Health Services Assistant Technologies, General
- 5202 Dental Assistant Technologies
- 5203 Dental Hygiene Technologies
- 5204 Dental Laboratory Technologies
- 5205 Medical or Biological Laboratory Assistant Technologies
- 5206 Animal Laboratory Assistant Technologies
- 5207 Radiologic Technologies (X-Ray, etc.)
- 5208 Nursing, R.N. (less than 4-year program)
- 5209 Nursing, Practical (L.P.N. or L.V.N.—less than 4-year program)
- 5210 Occupational Therapy Technologies
- 5211 Surgical Technologies
- 5212 Optical Technologies (include Ocular Care, Ophthalmic, Optometric Technologies)
- 5213 Medical Record Technologies
- 5214 Medical Assistant and Medical Office Assistant Technologies
- 5215 Inhalation Therapy Technologies
- 5216 Psychiatric Technologies (include Mental Health Aide Programs)
- 5217 Electro Diagnostic Technologies (include E.K.G., E.E.G., etc.)
- 5218 Institutional Management Technologies (Rest Home, etc.)
- 5219 Physical Therapy Technologies
- 5299 Other, Specify

5300 MECHANICAL AND ENGINEERING TECHNOLOGIES

- 5301 Mechanical and Engineering Technologies, General
- 5302 Aeronautical and Aviation Technologies
- 5303 Engineering Graphics (Tool and Machine Drafting and Design)
- 5304 Architectural Drafting Technologies
- 5305 Chemical Technologies (include Plastics)
- 5306 Automotive Technologies
- 5307 Diesel Technologies
- 5308 Welding Technologies

5309 Civil Technologies
(Surveying, Photogrammetry, etc.)
5310 Electronics and Machine Technologies
(TV, Appliance, Office Machine Repair, etc.)
5311 Electromechanical Technologies
5312 Industrial Technologies
5313 Textile Technologies
5314 Instrumentation Technologies
5315 Mechanical Technologies
5316 Nuclear Technologies
5317 Construction and Building Technologies
(Carpentry, Electrical Work, Plumbing, Sheet Metal, Air Conditioning, Heating, etc.)
5399 Other, Specify

5400 NATURAL SCIENCE TECHNOLOGIES

5401 Natural Science Technologies, General
5402 Agriculture Technologies
(include Horticulture)
5403 Forestry and Wildlife Technologies
(include Fisheries)
5404 Food Services Technologies
5405 Home Economics Technologies
5406 Marine and Oceanographic Technologies
5407 Laboratory Technologies, General
5408 Sanitation and Public Health Inspection Technologies (Environmental Health Technologies)
5499 Other, Specify

5500 PUBLIC SERVICE RELATED TECHNOLOGIES

5501 Public Service Technologies, General
5502 Bible Study or Religion-Related Occupations
5503 Education Technologies (Teacher Aide and 2-year Teacher Training Programs)
5504 Library Assistant Technologies
5505 Police, Law Enforcement, Corrections Technologies
5506 Recreation and Social Work Related Technologies
5507 Fire Control Technology
5508 Public Administration and Management Technologies
5599 Other, Specify

SECTION 3: ALPHABETICAL LISTING OF HEGIS DISCIPLINES

Part 1:

CONVENTIONAL ACADEMIC SUBDIVISIONS OF KNOWLEDGE AND TRAINING

Title	*Code*
Accounting	0502
Administration, business	0506
Administration, educational	0827
Administration, public	2102
Administration, special education	0809
Adult education	0807
Advertising	0604
Aeronautical engineering	0902
Aerospace engineering	0902
Aerospace science	1803
African languages (non-Semitic)	1116
African studies	0305
Afro-American studies	2211
Agricultural business	0112
Agricultural economics	0111
Agricultural engineering	0903
Agricultural management	0110
Agriculture, general	0101
Agriculture technologies	0116
Agronomy	0102
American Indian cultural studies	2212
American studies	0313
Analytical chemistry	1909
Anatomy	0412
Animal science	0104
Anthropology	2202
Applied design	1009
Applied mathematics	1703
Arabic	1112
Archeology	2203
Architectural engineering	0904
Architecture	0202
Architecture, naval	0923
Art	1002
Art appreciation	1003
Art, commercial	1009
Art education	0831
Art history	1003
Asian studies, general	0301
Astronautical engineering	0902
Astronomy	1911
Astrophysics	1912
Atmospheric sciences	1913
Audiology	1220
Bacteriology	0403
Banking	0504
Biblical languages	2303
Biochemistry	0414
Bioengineering	0905
Biological and physical sciences (interdisciplinary)	4902
Biology, cellular	0417
Biology, general	0401
Biology, marine	0418
Biology, molecular	0416
Biomedical communication	1217
Biomedical engineering	0905
Biometrics	0419
Biophysics	0415
Biostatistics	0419
Black culture studies	2211
Botany, general	0402
Business administration	0506
Business, agricultural	0112
Business economics	0517
Business education	0838
Business, general	0501
Business, international	0513
Business management	0506
Business statistics	0503
Cafeteria management	1307
Catalan	1199
Cell biology	0417
Cell physiology	0417
Ceramic engineering	0916
Ceramics	1009
Chemical engineering	0906
Chemistry, general	1905
Child development	1305
Chinese	1107
Chiropractic	1221
Cinematography	1010
City planning	0206
Civil engineering	0908
Classics	1504
Clinical psychology	2003
Clinical social work	1222
Clothing	1303
Commerce education	0838
Commerce, general	0501
Commercial art	1009
Communication media	0605
Communications, general	0601
Communications engineering	0909
Community college education	0806
Community planning	0206
Community services, general	2101
Comparative literature	1503
Computer programming	0704
Computer sciences, general	0701
Construction engineering	0908
Consumer economics	1304
Continuing education	0807
Corrections	2105
Counseling, educational	0826
Counseling, psychology for	2004
Creative writing	1507
Criminology	2209
Crop management	0102
Curriculum	0829
Cytology	0417
Dairy sciences	0105
Dance	1008
Danish	1114
Data processing	0703
Debate	1506

Demography	2215
Dental hygiene	1213
Dental specialties	1205
Dental technologies	1224
Dentistry, D.D.S. or D.M.D. degree	1204
Developmental psychology	2009
Dietetics	1306
Distributive education	0838
Dramatic arts	1007
Drawing	1002
Driver education	0836

Earth sciences, general	1917
East Asian studies	0302
Eastern European studies	0311
Ecology	0420
Economics	2204
Economics, agricultural	0111
Economics, business	0517
Education of the culturally disadvantaged	0813
Education of the deaf	0812
Education of the emotionally disturbed	0816
Education, general	0801
Education of the gifted	0811
Education of mentally retarded	0810
Education of the multiple handicapped	0820
Education of the physically handicapped	0819
Education, religious	2304
Education of the visually handicapped	0814
Educational administration	0827
Educational evaluation	0825
Educational measurement	0825
Educational psychology	0822
Educational research	0824
Educational statistics	0824
Educational supervision	0828
Educational testing	0825
Electrical engineering	0909
Electronics engineering	0909
Elementary education, general	0802
Embryology	0427
Engineering, general	0901
Engineering mechanics	0921
Engineering and other disciplines (interdisciplinary)	4904
Engineering physics	0919
Engineering technologies	0925
English as a foreign language	1508
English, general	1501
English, literature	1502
Entomology	0421
Environmental design, general	0201
Environmental engineering	0922
European studies, general	0310
Experimental psychology (animal and human)	2002

Family life education	0837
Family relations	1305
Farm management	0110
Fashion design	1009
Field crops	0102
Finance	0504
Fine arts, general	1001
Finnish	1199
Fish management	0107
Floriculture	0109
Foods and nutrition	1306
Food science	0113
Food technology	0113
Foreign languages, general	1101
Forensic science	1506
Forestry	0114
Forestry technologies	0116
French	1102
Fruit production	0108

Game management	0107
General liberal arts and sciences (interdisciplinary)	4901
Genetics	0422
Geochemistry	1915
Geography	2206
Geological engineering	0911
Geology	1914
Geophysical engineering	0912
Geophysics	1916
German	1103
Government	2207
Greek, classical	1110
Guidance, education	0826

Heatlh care administration	1202
Health education	0837
Health professions, general	1201
Hebrew	1111
Helping services	2104
Higher education, general	0805
Histology	0413
History	2205
History of education	0821
Home decoration	1302
Home economics, general	1301
Home equipment	1302
Home management	1304
Horticulture	0108
Hospital administration	1202
Hotel management	0508
Humanities and social sciences (interdisciplinary)	4903
Husbandry, animal	0104
Husbandry, dairy	0105

Ichthyology	0499
India studies	0303
Indian (Asiatic)	1113
Industrial arts education	0839
Industrial engineering	0913
Industrial psychology	2008
Industrial relations	0516
Information sciences	0702
Information sciences, general	0701
Information systems	0702
Inorganic chemistry	1906
Institutional management	1307
Instruction	0829
Insurance	0512
Interior decoration	1009
Interior design	0203
International business	0513
International public service	2106
International relations	2210
Investments	0505
Islamic studies	0306
Italian	1104

Japanese	1108
Jewelry	1009
Journalism	0602
Junior college education	0806
Junior high school education	0804
Kindergarten education	0823
Korean	1199
Labor relations	0516
Landscape architecture	0204
Latin	1109
Latin American studies	0308
Law enforcement	2105
Law, general	1401
Learning theory	0822
Liberal arts and sciences (interdisciplinary)	4901
Library science, general	1601
Limnology	0499
Linguistics	1505
Literature, comparative	1503
Literature, English	1502
Management, business	0506
Management, engineering	0913
Marine biology	0418
Marine engineering	0923
Marketing	0509
Materials engineering	0915
Mathematics, applied	1703
Mathematics, education	0833
Mathematics, general	1701
Mathematics, statistics	1702
Mechanical engineering	0910
Medical laboratory technologies	1223
Medical record librarianship	1215
Medical specialties	1207
Medicine, M.D. degree	1206
Metallurgical engineering	0914
Metallurgy	1920
Metalsmithing	1009
Meteorology	1913
Mexican-American cultural studies	2213
Microbiology	0411
Middle Eastern studies	0309
Military science	1801
Mineral engineering	0918
Mining engineering	0918
Molecular biology	0416
Molecular physics	1903
Music (liberal arts program)	1005
Music appreciation	1006
Music, composition	1004
Music education	0832
Music history	1006
Music, performing	1004
Music, theory	1004
Musicology	1006
Natural resources management	0115
Naval architecture	0923
Naval science	1802
Neurosciences	0425
Norwegian	1114
Nuclear engineering	0920
Nuclear physics	1904
Nursery science	0109
Nursing (baccalaureate and higher programs)	1203
Nutrition, scientific	0424
Occupational therapy	1208
Ocean engineering	0924
Oceanography	1919
Operations research	0507
Optometry	1209
Organic chemistry	1907
Ornamental horticulture	0109
Ornithology	0499
Osteopathic medicine, D.O. degree	1210
Pacific area studies	0314
Painting	1002
Paleontology	1918
Parasitology	0499
Park management	2103
Pathology, animal	0408
Pathology, human	0408
Pathology, plant	0404
Personnel management	0515
Petroleum engineering	0907
Petroleum refining	0906
Pharmaceutical chemistry	1910
Pharmacology, animal	0409
Pharmacology, human	0409
Pharmacology, plant	0405
Pharmacy	1211
Philology	1505
Philosophy	1509
Philosophy of education	0821
Phonetics	1505
Photography	1011
Physical chemistry	1908
Physical education	0835
Physical sciences, general	1901
Physical therapy	1212
Physics, general	1902
Physiological psychology	2010
Physiology, animal	0410
Physiology, human	0410
Physiology, plant	0406
Plant pathology	0404
Plant pharmacology	0405
Plant physiology	0406
Podiatry	1216
Political science	2207
Poultry science	0106
Pre-elementary education	0823
Programming, computer	0704
Psychology, clinical	2003
Psychology for counseling	2004
Psychology, developmental	2009
Psychology, education	0822
Psychology, general	2001
Psychology, industrial	2008
Psychology, physiological	2010
Psychology, social	2005
Psychometrics	2006
Public address	1506
Public administration	2102
Public health	1214
Public utilities	0510
Purchasing	0509

Radio	0603
Radiobiology	0423
Radiologic technologies	1225
Range management	0117
Reading education	0830
Real estate	0511
Recreation management	2103
Regional planning	0206
Rehabilitation services	1222
Religious education	2304
Religious music	2302
Religious studies	1510
Remedial education	0817
Restaurant management	0508
Rhetoric	1506
Russian	1106
Russian studies	0307
Safety education	0836
Sanitary engineering	0922
Sanskrit	1199
Scandinavian languages	1114
Science education	0834
Sculpture	1002
Secondary education, general	0803
Secretarial studies	0514
Securities	0505
Seismology	1916
Semantics	1505
Slavic languages (other than Russian)	1115
Slavic studies	0307
Social foundations of education	0821
Social sciences, general	2201
Social psychology	2005
Social work	2104
Sociology	2208
Soil conservation	0103
Soil management	0103
Soil science	0103
South Asian studies	0303
Southeast Asian studies	0304
Spanish	1105
Special education, general	0808
Special learning disabilities	0818
Speech	1506
Speech correction	0815
Speech pathology	1220
Statistics, mathematical and theoretical	1702
Statistics in psychology	2007
Student personnel	0826
Swedish	1114
Systems analysis	0705
Systems, information	0702
Teaching of English as a foreign language	1508
Technical education	0839
Television	0603
Textile design	1009
Textile engineering	0917
Textiles, home economics	1303
Theological professions, general	2301
Toxicology	0426
Transportation	0510
Transportation engineering	0908
Urban architecture	0205
Urban studies	2214
Vegetable production	0108
Veterinary medicine, D.V.M. degree	1218
Veterinary medicine specialties	1219
Vietnamese	1199
Vocational education	0839
Weaving	1009
West European studies	0312
Wildlife management	0107
Writing, creative	1507
Zoology, general	0407

Part II:

TECHNOLOGICAL AND OCCUPATIONAL CURRICULUMS LEADING TO ASSOCIATE DEGREES AND OTHER AWARDS BELOW THE BACCALAUREATE

Title	*Code*
Accounting technologies	5002
Advertising design technologies	5012
Advertising technologies	5004
Aeronautical technologies	5302
Agriculture technologies	5402
Air conditioning technologies	5317
Airport management technologies	5004
Animal laboratory assistant technologies	5206
Appliance repair technologies	5310
Applied arts technologies	5012
Architectural drafting technologies	5304
Automotive technologies	5306
Aviation technologies	5302
Banking technologies	5003
Bible study	5502
Biological laboratory assistant technologies	5205
Broadcasting technologies	5008
Building technologies	5317
Business management technologies	5004
Business technologies, general	5001
Carpentry technologies	5317
Chemical technologies	5305
Civil technologies	5309
Commerce technologies, general	5001
Communications technologies	5008
Computer operator technologies	5104
Computer, peripheral equipment operation technologies	5104
Computer programmer technologies	5103
Construction technologies	5317
Corrections technologies	5505
Cosmetologist	5006

Data processing equipment maintenance technologies 5105
Data processing technologies, general 5101
Dental assistant technologies 5202
Dental hygiene technologies 5203
Dental laboratory technologies 5204
Diesel technologies 5307
Distribution technologies 5004
Drafting, architectural 5304

Education technologies 5503
Electrician technologies 5317
Electro diagnostic technologies 5217
Electromechanical technologies 5311
Electronics and machine technologies 5310
Engineering graphics 5303
Engineering technologies, general 5301
Environmental health technologies 5408

Finance technologies 5003
Fine arts technologies 5012
Fire control technology 5507
Fisheries technologies 5403
Food services technologies 5404
Forestry technologies 5403

Graphic arts technologies 5012

Health services assistant technologies, general 5201
Heating technologies 5317
Home economics technologies 5405
Horticulture technologies 5402
Hospital food service technologies 5404
Hotel management technologies 5010

Industrial management technologies 5004
Industrial technologies 5312
Inhalation therapy technologies 5215
Input preparation technologies 5102
Institutional management technologies 5218
Instrumentation technologies 5314
Insurance technologies 5004

Key punch operator technologies 5102

Laboratory technologies, general 5407
Landscape technologies 5402
Law enforcement technologies 5505
Library assistant technologies 5504
Lithography technologies 5009

Machine drafting and design technologies 5303
Machine repair technologies 5310
Marina equipment technologies 5004
Marine technologies 5406
Marketing technologies 5004
Mechanical technologies 5315
Mechanical technologies, general 5301
Medical assistant technologies 5214
Medical laboratory assistant technologies 5205
Medical office assistant technologies 5214
Medical record technologies 5213
Mental health aide programs 5216

Natural science technologies, general 5401
Newspaper communication technologies 5008
Nuclear technologies 5316
Nursing, practical (L.P.N. or L.V.N.) 5209
Nursing R.N. preparation 5208

Occupational therapy technologies 5210
Oceanographic technologies 5406
Ocular care technologies 5212
Office machine repair technologies 5310
Office machine training 5005
Ophthalmic technologies 5212
Optical technologies 5212
Optometric technologies 5212

Personal service technologies 5006
Personnel management technologies 5004
Photogrammetry technologies 5309
Photography technologies 5007
Physical therapy technology 5219
Plastics technologies 5305
Plumbing technologies 5317
Police technologies 5505
Printing technologies 5009
Programmer technologies 5103
Psychiatric technologies 5216
Public administration and management technologies 5508
Public health inspection technologies 5408
Public service technologies, general 5501
Public utility technologies 5011
Purchasing technologies 5004

Radio broadcasting technologies 5008
Radio repair technologies 5310
Radiologic technologies 5207
Real estate technologies 5004
Recreation technologies 5506
Religion related occupations 5502
Rest home management technology 5218
Restaurant management technologies 5010

Sales technologies 5004
Sanitation technologies 5408
Secretarial technologies 5005
Sheet metal technologies 5317
Social work related technologies 5506
Stewardess preparation 5006
Surgical technologies 5211
Surveying technologies 5309

Teacher aide preparation 5503
Television broadcasting technologies 5008
Television repair technologies 5310
Textile technologies 5313
Tool design technologies 5303
Transportation technologies 5011

Welding technologies 5308
Wildlife technologies 5403

X-ray technologies 5207

APPENDIX D: PERSONNEL ACTIVITY SURVEY FORMS AND INSTRUCTIONS

DEPARTMENTAL CHAIRMAN'S REPORT OF FACULTY ACTIVITIES

NAME____________________ I.D. OR SOCIAL SECURITY NO.____________________

FISCAL REFERENCE BLOCK

ORG. UNIT	LENGTH OF CONTRACT	FTE (TERM)	BUDGETARY ACCOUNT NAME	BUDGETARY ACCOUNT NUMBER	SALARY DOLLARS	PCS CODE	REF. CODE

1A. INSTRUCTIONAL ACTIVITIES - CREDIT AND NONCREDIT COURSES

PCS Do Not Write In This Column (a)	Organizational Unit (b)	Course and Section Number (c)	Section Enrollment (d)	Code R = Remedial E = Extension C = Community Ed. (e)	Credit Hours (f)	Formal Contact Hours (g)	Percentage of Workload (h)	Reference Code (i)

1B. INSTRUCTIONAL ACTIVITIES NOT RELATED TO COURSES

Activity Description	% of Workload	Reference Code

2. ORGANIZED RESEARCH ACTIVITIES

Activity Description	% of Workload	Reference Code

3. PUBLIC SERVICE ACTIVITIES

Activity Description	% of Workload	Reference Code

4. ADMINISTRATIVE AND COMMITTEE ACTIVITIES

Activity Description	% of Workload	Reference Code

5. STUDENT SERVICE ACTIVITIES

Activity Description	% of Workload	Reference Code

INSTRUCTIONS FOR COMPLETING DEPARTMENT CHAIRMAN'S REPORT OF FACULTY ACTIVITIES

SECTION 1: INSTRUCTIONAL ACTIVITIES

A. Credit and Noncredit Courses

Performing any duties associated with teaching credit courses and noncredit courses. Includes only those courses taught this term.

Instructions for completing Section 1A, Columns (a) through (i):

(a) Do not complete this column.

(b) Enter the department, college, or other unit designation under which the course is taught.

(c) Enter the number of other designation for the course and section.

(d) Enter the number of students enrolled.

(e) Code (R) if course material is remedial (below college level), or (E) if it is extension (principally directed toward nonmatriculated students), or (C) if it is Community Education (principally directed toward members of the community).

(f) Enter the number of student credit hours given for course. In the case of variable credit, give the credit-hour range. Enter a zero (0) for noncredit courses.

(g) Enter the scheduled contact hours per week.

(h) Enter the percentage of workload attributable to this course.

(i) Enter appropriate fiscal reference code to indicate source of funds that support this activity.

B. Other Instructional Activities

Performing any teaching duties not associated with specific courses listed in Section A. For example: thesis committee participation, thesis advising, course and curriculum development, giving lectures or seminars for the institution or other classes, academic advising (not to be confused with counseling which is included in Section 5) and professional growth and development activities. Departmental research when defined as a collection of faculty activities related to instruction research activities that are separately budgeted should be included in Section 2.

SECTION 2: ORGANIZED RESEARCH ACTIVITIES

Performing any research-related duties that have been created as a result of a contract, grant, or specific allocation of institutional resources to conduct a study or investigation of specific scope. Excludes departmental research, unless it is narrowly defined as an ongoing scholarly research activity. Those research activities that are part of a formal research organization created to manage a number of related research efforts should be separately identified.

SECTION 3: PUBLIC SERVICE ACTIVITIES

Performing any duties related to making available to the public various resources and unique capabilities that exist within the institution. Included would be duties concerning conferences, reference bureaus, advisory services, urban affairs, consultation, radio and television, and similar activities. To be included in this category, the primary intent must be to provide services that are beneficial to groups and individuals outside the institution. Any noncredit scheduled classes for community members should be included in Section 1 and should not be recorded in this section. Activities that relate to Agricultural Extension, patient services, or sponsored training programs, such as the Peace Corps, should be separately identified in this section.

SECTION 4: ADMINISTRATIVE AND COMMITTEE ACTIVITIES

Performing any duties related to the administration of an academic department or other organizational unit, for example, the school, the college, the student services office. Also includes any committee work done by faculty which relates to any academic department or other organizational unit.

SECTION 5: STUDENT SERVICES ACTIVITIES

Specify separately any duties related to the following activities:

(a) Activities related to student associations, student newspapers, special conferences, recreation.

(b) Intercollegiate athletics.

(c) Personal counseling, disciplinary counseling, and career guidance. Academic counseling should be included in Section 1B and not in this section.

FACULTY ACTIVITY AND OUTCOME SURVEY

NAME ______________________ I.D. OR SOCIAL SECURITY NO. ______________________

FOR INSTITUTIONAL USE

ADDITIONAL INFORMATION BLOCK								FISCAL REFERENCE BLOCK						
INSTITUTION	TERM	TENURE	YEARS AT INSTITUTION	YEARS IN RANK	PRINCIPAL DEPARTMENT	ADMINISTRATION RANK	FACULTY RANK	REF. COL.	FTE	ACTIVITY	DEPARTMENT/ UNIT	PCS CODE	ACCOUNT NUMBER	SALARY DOLLARS

INITIAL ESTIMATE OF YOUR OVERALL AVERAGE HOURS PER WEEK ☐

SECTION A: TEACHING ACTIVITIES										PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES					
A.1 SCHEDULED TEACHING															
(a) REGIS Do not write in this column	(b) DEPT. UNIT	(c) COURSE & SECTION #	(d) SECTION Enrollment	(d) SECTION Code R if Remedial E if Extension	(e) CREDIT HOURS	(f) METHOD OF INSTRUCTION	(g) + (h) + (i) = (j): (g) FORMAL CONTACT HOURS	(h) OTHER CONTACT HOURS	(i) PREPARATION & ADMINISTRATION	(j) AVERAGE HOURS PER WEEK	(k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATIONS OF (k) + (l) + (m) %	(o) FINAL RESPONSE DO NOT WRITE IN THIS COLUMN
						SUBTOTAL									

	(p) LEVEL	(q) ACTIVITY DESCRIPTION						
A.2 UNSCHEDULED TEACHING								
A.3 ACADEMIC PROGRAM ADVISING								
A.4 COURSE AND CURRICULUM RES. & DEVELOP.								
		SUBTOTAL						

	ACTIVITY	(g) ACTIVITY DESCRIPTION	(j) AVERAGE HOURS PER WEEK	PERCENTAGE DISTRIBUTION TO INSTITUTIONAL OUTCOMES (k) STUDENT GROWTH AND DEVELOPMENT %	(l) DEVELOPMENT OF NEW KNOWLEDGE AND ART FORMS %	(m) COMMUNITY SERVICE AND DEVELOPMENT %	(n) INSEPARABLE COMBINATION OF (k) & (l) %	(o) FOR STAFF REFERENCE DO NOT WRITE IN THIS COLUMN
SECTION B RESEARCH, SCHOLARSHIP & CREATIVE WORK ACTIVITIES	B.1 SPECIFIC PROJECTS							
	B.2 GENERAL SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT							
		SUBTOTAL						

SECTION C INTERNAL SERVICE ACTIVITIES	C.1 STUDENT-ORIENTED SERVICE								
		CODE LEVEL							
	C.2 ADMINISTRATIVE DUTIES								
	C.3 COMMITTEE PARTICIPATION								
			SUBTOTAL						

Cut Here

SECTION D PUBLIC SERVICE ACTIVITIES	GENERAL PROFESSIONAL SERVICE, ADVICE DIRECTED OUTSIDE THE INSTITUTION							
		SUBTOTAL						

AVERAGE HRS/WEEK	

319

PLEASE READ THE INSTRUCTIONS ON PAGES 2 AND 5 BEFORE YOU COMPLETE THE FORM.

A sample form is included on pages 6 and 7.

GENERAL INSTRUCTIONS

This survey asks you to estimate the average hours p[illegible] that you spend this term engaged in different types of activity. It then asks you to estimate the percentage contribution of these hours to the outcomes of the institution. Please read the acivity definitions and examples for each activity as you complete the survey.

Before completing the form, you might find it helpful to make an initial estimate of the average number of hours you spend each week in this term engaged in professional activities. Making this estimate might help you divide your time into the remaining sections of the survey instrument.

SECTION A: TEACHING ACTIVITIES

A.1 Scheduled Teaching: All activities related to courses (degree and nondegree, credit and noncredit, day or evening) given in the current term. These activities would include:

Meeting informally with course participants
Supervising these courses
Meeting scheduled classes
Grading

Reading student papers
Supervising teaching assistants
Tutoring

Supervising independent study
Giving remedial help to course participants
Supervising laboratories

Evaluating students
Contacting guest lecturers
Preparing lectures
Preparing media

Instructions for Columns (a) through (j)

(a) Do not complete this column. This column will be used to assign a discipline code to each course.
(b) Enter the department, college, or other unit designation under which the course is taught.
(c) Enter the number or other designation for the course and section.
(d) Enter the number of students enrolled and code (R) if course material is remedial (below college level) or (E) if it is extension (principally directed toward nonmatriculated students).
(e) Enter the number of student credit hours given for course. In the case of variable credit, give the credit hour range.
(f) Enter the method of instruction as coded below. When multiple methods are used, list them in order of importance.
(g) Enter the scheduled contact hours/week.
(h) Enter the average hours/week of unscheduled contact with students in course.
(i) Enter the average hours/week spent in preparing and arranging the activities of the current course.
(j) Enter the total average hours/week [sum of columns (g), (h), and (i) in Section A.1].

Method of Instruction Column (f)

Code	Method	Definition
A	Lecture	Formal presentation—primarily one-way communication
B	Laboratory	Instructing, preparing, and supervising student investigations
C	Recitation/Discussion	Two-way communication of course materials
D	Seminar	Students carry the major responsibility for preparation
E	Independent Study	Students work independently with only minimal faculty direction
F	Tutorial	Students work one-to-one with the instructor
G	Programmed Instruction	Course contents presented through programed materials

A.2 Unscheduled Teaching: Teaching not associated with the specific courses listed in A.1. For example:

Thesis committee participation
Thesis advising
Discussions with colleagues about teaching

Guest lecturing in another faculty member's course
Giving seminars within the institution

A.3 Academic Program Advising: Giving advice to students concerning course scheduling and academic programs. Not to be confused with counseling that is included in C.1.

A.4 Course and Curriculum Research and Development: Developing and preparing for future courses. For example:

Preparing course outlines
Developing book lists
Evaluating courses

Devising new instructional materials
Revising existing materials
Planning summer or intersession programs

Developing department curriculum requirements
Evaluating teaching effectiveness and planning changes

Level Codes Column (p)

Code	Description	Code	Description
A	Preparatory	E	Upper division and graduate
B	Lower division	F	Graduate
C	Upper division	G	Professional
D	Undergraduate	H	Other

PLEASE READ THE INSTRUCTIONS ON THIS PAGE AS YOU COMPLETE THE FORM TO THE LEFT

SECTION B: RESEARCH, SCHOLARSHIP, AND CREATE WORK ACTIVITIES

B.1 Specific Projects: Research, scholarship, and creative work activity related to a specific project. For example:

- Departmental research
- Sponsored research
- Performing your professional skill
- Your dissertation research
- Reviewing a colleague's research work
- Writing or developing research proposals
- Administering research grants
- Giving recitals
- Maintaining an artistic skill
- Writing articles
- Writing books
- Writing reviews
- Creating new art forms
- Exhibitions

B.2 General Scholarship and Professional Development: All research, scholarship, and creative work activities related to keeping current in a professional field. For example:

- Reading articles and books related to your profession
- Officer in a professional society
- Attending professional meetings
- Attending seminars
- Research-related discussion with colleagues
- Editor of a journal

SECTION C: INTERNAL SERVICE ACTIVITIES

This section includes activities related to general contact with students, to professional responsibilities within other organizational units within the institution, and to fulfilling institutonal requests.

C.1 Student-oriented Service: For example:

- Personal, career, and financial counseling
- Preparing recommendations
- Participation in social interaction
- Recruiting students
- Sponsoring student organizations
- Meeting with parents
- Attending student recitals
- Coaching intramural or intercollegiate athletics
- Directing the band, orchestra, student plays, debate team, or any other student group

C.2 Administrative Duties: For example:

- Performing the duties of a department chairman, dean, vice-president or any other administrative position
- Administering personnel policies
- Faculty service reports and questionnaires
- Keeping records
- Preparing minutes
- Writing and answering memoranda
- Assigning faculty course loads
- Preparing budgets
- Gathering data
- Helping during registration
- Interviewing candidates for faculty positions
- Escorting visitors
- Recruiting faculty
- Advising on library purchases
- Recruiting students

C.3 Committee Participation. For example:

- Admission committees
- Departmental meetings
- Faculty senate
- Planning committees
- Budget committees

Code the level of these activities as described at the foot of the form.

SECTION D: PUBLIC SERVICE ACTIVITIES

This section includes activities that are directed outside the institution [except for those associated with community education (extension instruction), which should be included in A.1.].

General Professional Services/Advice Directed Outside the Institution: Activities meant to benefit the community outside the institution. For example:

- Consulting
- Advising
- Professionally performing as in plays, orchestras
- Community training grants
- Patient care
- Lectures or seminars for the public
- Agricultural extension
- Urban extension

ADMINISTRATIVE/SUPPORT ACTIVITY SURVEY

Instructions: Enter the appropriate hours per week or percentage of time spent on each activity group listed on this form. Before completing the form be sure to read the detailed activities description which appear on the following pages.

Name ____________________

Social Security No. ____________________

FISCAL REFERENCE BLOCK

ORG. UNIT	LENGTH OF CONTRACT	FTE (TERM)	BUDGETARY ACCOUNT NAME	BUDGETARY ACCOUNT NUMBER	SALARY DOLLARS	PCS CODE	REF. CODE

1A. INSTRUCTIONAL ACTIVITIES - CREDIT AND NON-CREDIT COURSES

PCS Do Not Write In This Column (a)	Organizational Unit (b)	Course and Section Number (c)	Section Enrollment (d)	Code R = Remedial E = Extension C = Community Ed. (e)	Credit Hours (f)	Formal Contact Hours (g)	Other Contact Hours (h)	Preparation & Administration (i)	Hours Per Week (g + h + i) (j)	Percentage (k)	Code (l)

1B. INSTRUCTIONAL ACTIVITIES NOT RELATED TO COURSES IN ITEM 1A

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE

2. ORGANIZED RESEARCH

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
2.1 Institutes and Research Centers		
2.2 Individual and Project Research		

3. PUBLIC SERVICE

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
3.1 Community Education		
3.2 Community Service		
3.3 Cooperative Education		
3.4 Patient Services		
3.5 Training Grants		

4. ACADEMIC SUPPORT

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
4.1 Libraries		
4.2 Museums and Galleries		
4.3 Audio/Visual Services		
4.4 Computing Support		
4.5 Ancillary Support		
4.6 Academic Administration/ Personnel Development		
4.7 Course and Curriculum Development		

5. STUDENT SERVICES

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
5.1.7100 Social & Cultural Development		
5.1.7200 Intercollegiate Athletics		
5.2 Supplementary Education		
5.3 Counseling and Career Guidance		
5.4 Financial Aid		
5.5 Student Support		

6. INSTITUTIONAL SUPPORT

ACTIVITY DESCRIPTION	HOURS PER WEEK OR %	CODE
6.1 Executive Management		
6.2 Fiscal Operations		
6.3 General Administrative Service		
6.4 Logistical Service		
6.5 Physical Plant Operation		
6.6 Faculty and Staff Services		
6.7 Community Relations		

INSTRUCTIONS FOR COMPLETING ADMINISTRATIVE/SUPPORT SURVEY

SECTION 1: INSTRUCTIONAL ACTIVITIES

A. Credit and Noncredit Courses

Performing any duties associated with teaching credit courses and noncredit courses. Includes only those courses taught this term.

Instructions for completing Section 1A, Columns (a) through (k).

(a) This column for PCS code. To be completed by Central Office.

(b) Enter the department, college, or other unit designation under which the course is taught.

(c) Enter the number or other designation for the course and section.

(d) Enter the number of students enrolled. Code (R) if course material is remedial (below college level), or (E) if it is extension (principally directed toward nonmatriculated students), or (C) if it is Community Education (principally directed toward members of the community).

(e) Enter the number of student credit hours given for course. In the case of variable credit, give the credit-hour range. Enter a zero (0) for noncredit courses.

(f) Enter the scheduled contact hours per week.

(g) Enter the average hours per week of unscheduled contact with students in course.

(h) Enter the average hours per week spent in preparing and arranging the activities of the current course.

(i) Enter the total average hours per week [sum of Columns (e), (f), and (g)].

(j) Enter the percentage of total workload that instructional activity represents.

(k) Enter the appropriate Fiscal Reference Code from Fiscal Reference Block.

B. Other Instructional Activities

Performing any teaching duties not associated with specific courses listed in Section A. For example: thesis committee participation, thesis advising, giving lectures or seminars for the institution or other classes, academic advising (not to be confused with counseling, which is included in Section 5) and departmental research when defined as a collection of faculty activities related to instruction.

SECTION 2: ORGANIZED RESEARCH

2.1 Institutes and Research Centers

Performing any research-related duties that are part of a formal research organization created to manage a number of related research efforts.

2.2 Individual or Project Research

Performing any research-related duties that have been created as a result of a contract, grant, or specific allocation of institutional resources to conduct a study or investigation of specific scope. Excludes departmental research, unless it is narrowly defined as an ongoing scholarly research activity.

SECTION 3: PUBLIC SERVICE

3.1 Community Education

Performing any duties other than those already included under teaching in Section 1A, related to noncredit instructional services to members of the community other than matriculated students.

3.2 Community Service

Performing any duties related to making available to the public various resources and unique capabilities that exist within the institution. Included would be duties concerning conferences, reference bureaus, advisory services, urban affairs, consultation, radio and television, and similar activities. To be included in this category, the primary intent must be to provide services that are beneficial to groups and individuals outside the institution.

3.3 Cooperative Extension Service

Performing duties that are related to a program where control is shared by the institution and one or more governmental units. Included would be activities in extension such as Agriculture, Urban Affairs, International, etc.

3.4 Patient Services

Performing any duties which consist of services that benefit patients either directly through faculty physicians or indirectly through consulting, laboratory, or other services rendered under the auspices of a hospital or clinic.

3.5 Training Grants

Performing any duties related to special training grants that are typically for special purposes and administered as separate projects, e.g., Peace Corps training and law enforcement training.

SECTION 4: ACADEMIC SUPPORT

4.1 Libraries

Performing any duties related to any library services at the institution.

4.2 Museums and Galleries

Performing any duties related to the collection, preservation and exhibition of historical materials, art displays, scientific displays, etc. Libraries are excluded.

4.3 Audio/Visual Services

Performing any duties related to audio and/or visual materials or media services to support the programs of instruction, research, and public service.

4.4 Computing Support

Performing any duties as a professional staff member that have been established to provide computing support for the instruction, research, and public service programs. Excludes those working in administrative data processing.

4.5 Ancillary Support

Performing any duties as a professional staff member for programs which provide support services to the instruction, research, and public service programs. Included would be work in demonstration schools, teaching hospitals, glass blowing shops.

4.6 Academic Administration and Personnel Development

Performing any management duties as a professional staff member in any of the programs of instruction, research, and public service. Includes duties as deans, department chairmen, and their assistants and associates.

4.7 Course and Curriculum Development

Performing any duties as a professional staff member in activities established for the purpose of new course and curriculum development. May include departmental curriculum committees, explicit faculty assignments for course development, and the development of prerecorded course material.

SECTION 5: STUDENT SERVICES

5.1.7100 Social and Cultural Development

Performing any duties related to the social and cultural development of students; includes activities in intramural athletics, student associations, student newspapers, special conferences, student clubs, recreation, etc.

5.1.7200 Intercollegiate Athletics

Performing any duties related to intercollegiate athletics.

5.2 Supplementary Education Service

Performing any duties related to providing matriculated students with supplemental instruction outside of the normal academic program, generally remedial education service. Includes only those activities not included in Section 1A, Instruction.

5.3 Counseling and Career Guidance

Performing any duties related to personal guidance, disciplinary counseling, career guidance for the student body. This category also includes Placement Service activities provided to help students obtain jobs upon leaving the institution. Excludes those activities related to helping matriculated students find part-time employment while they are still in school.

5.4 Financial Aid

Performing any duties related to providing financial aid services to students. Included are work/study and student employment programs, administering and counseling concerning scholarships and fellowships, and related activities.

5.5 Student Support

Performing any duties related to providing convenience services to the student body or services to special student groups. Includes student housing, health, food, concessions, veterans, foreign students, disadvantaged students, and physically handicapped students.

SECTION 6: INSTITUTIONAL SUPPORT PROGRAMS

6.1 Executive Management

Performing any duties associated with the management and long-range planning of the entire institution. Includes activities in central services such as legal services, executive direction, institutional research, long-range planning, etc.

6.2 Fiscal Operations

Performing any duties associated with any central operations related to fiscal control and investments.

6.3 General Administrative Services

Performing any duties that provide central administrative services to the other institutional support programs in an institution. Includes activities in administrative data processing, student records, staff personnel, etc.

6.4 Logistical Services

Performing any duties that provide procurement services, supply of provisions, maintenance of provisions, movement of support materials for campus operations, and environmental health and safety functions.

6.5 Physical Plant Operations

Performing any duties related to the campus grounds and facilities. Includes maintenance of existing grounds, creating new facilities, or modifying existing facilities.

6.6 Faculty and Staff Services

Performing any duties related to providing support services for faculty and staff. Includes Faculty and Staff Food Services, Housing, Health Services, etc.

6.7 Community Relations

Performing any duties related to maintaining relationships with the general community, the institution's alumni or other constituents, or development or fund raising activities. Excludes activities primarily connected with public service. Excludes activities connected with a specific instructional program, e.g., language lab that is part of a degree curriculum. Includes services of a broader nature, e.g., learning resource centers.

APPENDIX E: ACCOUNT CROSSOVER

The following are answers to questions frequently posed to the NCHEMS staff during implementation of the crossover procedures.

1. Question: How should an academic department that encompasses more than one HEGIS discipline be coded? For example, what code should be assigned to the Department of Physiology and Biophysics?

   Answer: A judgment needs to be made as to what is the primary intent of the operating unit. In the example, if Physiology (HEGIS code 0410) utilizes 90 percent of the department's resources while Biophysics (HEGIS code 0415) accounts for only 10 percent, the entire department should be coded 1.1.0410.

2. Question: What code should be assigned to the college administrative unit that supports many disciplines, e.g., the Graduate College?

   Answer: The management and administrative activities for collective disciplines or departments should be coded at a higher level of aggregation within subprogram 4.6, Academic Administration and Personnel Development. In the case of the Graduate College, the appropriate PCS code is 4.6.0000.

3. Question: What code should be assigned to academic units that do not have a unique HEGIS discipline code, e.g., Pediatrics?

Answer: Institutions should feel free to augment the HEGIS Taxonomy coding for internal purposes but must aggregate such augmentations for exchange purposes until such time as additional codes are provided in the HEGIS Taxonomy. Pediatrics should be coded 1226, the next unassigned code within the Health Professions.

4. Question: How should expenditures for property and liability insurance be coded?

Answer: The PCS does not provide a unique code for these expenditures. Therefore, the first unassigned code under Maintenance Operations (6.5.8390) could be used to record these expenditures.

5. Question: Multicampus operations generally have a central administrative function incurring expenditures in support of activities for more than one campus. The PCS is designed for a single campus and therefore does not accommodate the central administration activity. For the crossover to the PCS, how should central administrative activities be coded?

Answer: Central administration expenditures should be coded 0.X.XXXX with the functional categories being identical to those used in the

6.0 program, Institutional Support. For those multicampus systems with academic units reporting directly to the central administration (e.g., university-wide extension divisions, centers and institutes), it may be appropriate to set up the central administration as a separate campus.

6. Question: Are expenditures for library books considered capital expenditures and thus amortized or depreciated over a specified number of years, or are they considered current operating expenditures of the library?

   Answer: For the purposes of this cost study, book expenditures should be considered a current expenditure and thus a direct cost of the library under supplies and services.

7. Question: How should expenditures for the operation of the Placement Office be coded?

   Answer: The PCS indicates that placement services should be considered a part of the Counseling and Career Guidance and as such should be coded 5.3.

8. Question: How are inventories and cost of goods sold handled in those activity centers that are typically considered to be auxiliary enterprises, e.g., the food services or the book store?

Answer: An attempt should be made to segregate the ending inventories and the current year's cost of goods sold from the operational costs of an activity center. For example, a unique PCS code (5.5.7311) should be assigned to Food Services--Cost of Goods Sold/Inventory--and only the costs of operating the food service should be assigned to 5.5.7310. If this were not done, an inordinate amount of overhead costs would be allocated to these activity centers.

9. Question: How are loans to students handled in the account crossover?

Answer: Student loans are usually made from loan funds (not current funds) and therefore would be excluded from the account crossover.

10. Question: How should expenditures for an association of staff (nonexempt) personnel be coded?

Answer: If the staff association functions primarily as an advisory body to executive management, it should be coded 6.1.8120. If, in fact, it functions more as a social organization, it should be assigned the first unassigned code under Faculty and Staff Services (6.6.7390).

11. Question: What code should be assigned to expenditures for student commencement?

Answer: The PCS indicates that commencement exercises should be considered a part of Community Relations and, therefore, should be coded 6.7.8180.

12. Question: How are transfers out of the current funds into the endowment fund handled in the account crossover?

Answer: Transfers out of the current funds, both mandatory and nonmandatory, should not be included in the account crossover.

13. Question: What code should be assigned to expenditures for student orientation?

Answer: Student orientation is typically considered a student service and as such should be assigned to 5.1.7100, Student Development.

14. Question: How should compensation paid to the dean of the evening college and his associated support staff be coded?

Answer: All administrative deans are considered a part of Academic Administration and Personnel Development. The dean of the evening college cannot be identified with any particular discipline and, therefore, his related expenditures should be coded 4.6.0000.

15. Question: Is the Vice-President for Business considered part of the Executive Management subprogram or part of the Fiscal Operations subprogram?

Answer: The Vice-President for Business and his associated support staff should be considered a part of the Executive Management subprogram and as such should be coded 6.1.8110.

16. Question: What code should be assigned to expenditures for the college chaplain?

Answer: Religious activities are normally considered part of the Student Development program category and as such should be coded 5.1.7100.

17. Question: If bad debts are written off during the fiscal year, how is the expenditure item to be handled?

Answer: Bad debts write-offs are typically handled through the controller's office and therefore should be assigned the first unassigned code under Fiscal Operations (6.2.8190). It should be remembered that the loan funds are not subject to the account crossover and therefore a major portion of the bad debts expense will not be reflected in any PCS activity center.

18. Question: If an institution has only one computer center which provides services to both the academic departments and the administration, how should its activities be coded?

Answer: In the case of a centralized computer center serving both academic and administrative needs, it is recommended that the institution attempt to distinguish between the resources required for supporting the administrative computing activities (6.3.8160) and those required for academic computer support activities (4.4). If this separation cannot be made assign to 6.3.8160.

19. Question: How should grants that support training programs such as Upward Bound or Outward Bound be classified?

Answer: The Cost Finding Principles project (CFP) created a specific activity center, Specialized Training Programs (3.5), to handle activities that offer noncredit training for a specified purpose.

20. Question: What code should be assigned to rental expenditures for equipment and buildings that are not charged directly to the organizational unit?

Answer: CFP created two activity centers for centrally pooled rental expenditures: 6.9.8600, Rental Charge for Buildings and 6.9.8800, Rental Charge for Equipment. Institutions that wish to exchange direct unit costs will need to devise a factor for loading these rental costs back into the primary activity centers, thereby treating them as a direct cost of those activities.

21. Question: What code should be assigned to expenditures for institutional membership dues and accreditation fees?

Answer: Membership dues and accreditation fees both result from the institution's interaction with the broader academic community and as such should be assigned to Community Relations (6.7.8180).

22. Question: Some institutions have their research activities incorporated as a separate legal entity typically known as a research foundation or a research institute. Are these activities to be included in the account crossover?

Answer: A determination has to be made concerning the independence of any such organization. If the parent university maintains programmatic and fiscal control over the activities in the research institute, then those activities should be appropriately coded as Institutes and Research Centers (2.1.XXXX). If, on the other hand, it functions as an independent organization administrated by a separate executive board, then it would not be included in the account crossover.

APPENDIX F: OUTCOMES

Example Cover Letter to
Accompany the Student Questionnaire

Dear Graduate,

May I take this opportunity to congratulate you upon successful completion of your undergraduate career? We in the college are happy for you and are proud of your contribution to our institution. Out best wishes for success in your postgraduate goals. If our offices may assist you as an alumnus, please contact us.

As you end your undergraduate career at our institution, we ask you to help us with a questionnaire. From your responses, we will obtain a better understanding of the effectiveness of your college program. This will enable us to respond more directly to future student expectations and experiences.

As you answer the questionnaire please follow the directions for each question carefully. Your responses will be kept strictly confidential. Results will be reported only in summary form.

Thank you for helping us with this questionnaire. And again, my congratulations and my wishes for your success in the future.

Sincerely,

SIZE OF STUDENT SAMPLE GROUP

As noted in the procedures given in Chapter VIII, a key step in the administration of the student questionnaire is the determination of the number of students to be surveyed in each degree-program group. The size of the survey group can have a major impact upon the quality of the information generated by the questionnaire and can thereby affect the utility of the questionnaire-based outcome measures. Therefore, the following brief guidelines are presented for determining the appropriate sample size.

The starting point for the determination of the number of students to be surveyed is the number of students in each degree/diploma/certificate program group. This number was determined in a previous procedural step and constitutes the total population in each degree-program group eligible for inclusion in the survey. For a variety of reasons this total population (N) should be the population actually surveyed, if at all possible. Surveying the entire population avoids the necessity for restrictive assumptions about that population's responses, increases the reliability of the information obtained, and provides a hedge against the inevitably less than perfect response rate. Surveying the total population also eliminates the need for random sampling or any similar procedure to identify which specific individuals within the population are to receive the questionnaire. All in all, the total population survey is the preferred alternative.

If an institution decides that a survey of the total population (*N*) within each degree-program group is infeasible and/or undesirable, the survey can be restricted to a sample (*n*) of the total population. However, careful procedures must be followed to ensure that the sample is large enough to permit valid inferences about the total population. The remainder of this section outlines one way in which this can be accomplished. Those interested in more detail concerning the factors involved and/or alternative procedures may wish to consult the following resource documents: Menderhall et al., *Elementary Survey Sampling* (Wadsworth, 1971), a good introductory treatment, or Cochran, W. G., *Sampling Techniques* (Wiley, 1963), more technically sophisticated.

The suggested approach to determination of minimum acceptable sample size depends upon the specification of four parameters; namely,

1. The expected average value of the piece of information whose true value is to be estimated from the sample data,

2. The expected standard deviation of the piece of information whose true value is to be estimated from the sample data,

3. The desired closeness of the estimate, i.e., the amount by which the estimate can differ from the true value and still be considered acceptable,

4. The desired level of confidence, i.e., the likelihood that the estimate is as close to correct as it appears to be.

For example, suppose we wish to estimate the average time to completion in a program for members of a population of size N through observation of the actual completion times for a sample of size n. Utilizing previous research and other relevant information, we expect the average value for completion time to be 48 months and the standard deviation of that average to be 6 months. We wish our estimate to be within 5 percent of the true value and to have a 95 percent level of confidence that we have achieved that degree of closeness. Note that the first two parameters are characteristics of the population that need to be *estimated* in some way, while the latter two parameters are policy variables whose values can be *chosen* by those conducting the survey.

Once these four parameters are specified, the minimum acceptable sample size, n, can be determined as a function of the size of the total population, N. Those interested in the technical derivation of this formula are referred to the resource documents mentioned earlier. For our purposes here, it is sufficient to display this functional relationship in tabular form for the relevant data elements. To simplify matters, we propose a uniform closeness level of 5 percent and a uniform confidence level of 95 percent. Then each table need only show the estimated average value and the estimated standard deviation along with the various N - n combinations. These tables will be developed later.

APPENDIX G: DATA REQUIREMENTS

In order to complete the procedures specified in detail in Chapters III through VIII, certain basic data elements must be available. This appendix is designed to provide the institutions with a working list of data elements needed to derive information for the initial phase of the IEP project. It is our intent not to indicate a particular organization of these data but merely to provide a checklist which may be helpful in the process of collecting information.

Data elements are presented in several broad categories:

- Student
- Personnel
- Course
- Facilities
- Financial
- Other

Each section is presented in a manner which will allow the reviewer to assess the degree to which the institution has the data elements needed for deriving the information called for in this manual.

Student Information

General information maintained for each student:

- Sex
- Race
- Geographic origin (in-district, in-state, out-of-state)
- Age
- Current academic program and degree sought
- Current student level
- ACT/SAT entrance scores, if applicable (verbal, quantitative)
- Current enrollment status:
  - active/inactive
  - clear/encumbered
  - enrolled in credit courses (include imputed credit classes)
  - entrance (new undergraduate, new transfer, new graduate, continuing, readmitted)
  - eligible for degree at end of semester
- Current financial status:
  - family income
  - sought financial aid (Yes/No)
  - received financial aid (Yes/No)
- Enrollment history (list of all past terms in which student was enrolled)
- Housing status (for IEP purposes, does student live in institutional housing?)
- Full-time/part-time

Enrollment in courses (credit or noncredit):

- department and intended course level
- credits attempted

Additional student information needed for each degree completer:

- Date degree awarded
- Currently holds full-time job (Yes/No)
- Seeking full-time employment (Yes/No)
- Seeking admission to another educational degree program (Yes/No)
- Has been admitted to another educational degree program (Yes/No)
- Responses to student experiences questionnaire
- Date outcome information complete

Personnel Information

Faculty information maintained for each person:

- Discipline code
- Institutional FTE
- Contract period (months)
- Salary
- Fringe benefits
- Rank
- Tenure status

Highest degree earned

Salary funding sources (i.e., from which institutional and/or PCS accounts is a faculty member's salary paid)

Current semester activity data (normally, this would consist of a series of activities designated by PCS activity centers and a corresponding series of percentages of effort)

Faculty contact hours for instructional activities

Nonfaculty exempt staff information maintained for each person:

Institutional FTE

Contract period (months)

Salary

Fringe benefits

Salary funding sources (see faculty information)

Current year activity data (see faculty information)

Nonexempt staff information maintained for each person:

Institutional FTE

Contract period (months)

Salary

Fringe benefits

Salary funding source (see faculty information)

Course Information

Maintained for each credit or noncredit course:

- Headcount enrolled
- Semester credits attempted or continuing education units (this should encompass both variables and imputed credit)
- Intended course level
- Course discipline
- Status (regular, remedial, community education)
- Faculty effort:
  - institutional FTE (include teaching assistants)
  - faculty salary
  - faculty contact hours
- Student program and level for all course participants

Facilities Information

Space usage data maintained for all separately identifiable floor space:

- Floor space involved (assignable square feet)
- Time period involved for space
- Functional code for primary use (for IEP purposes, these functional codes should be separable into PCS programs, i.e., instruction, research, public service, academic support, student services, and institutional support)

Financial Information

Expenditure transactions:

Fund code

Functional code

Object code (institutional accounting systems must be able to support at least the following objects for IEP: instruction/research/public service compensation, administrative support/exempt compensation, other staff compensation, supplies and services, capital expenditures, and student aid)

Transaction date

Revenue transactions:

Source code

Fund code

Revenue restrictions

Transaction date

Other Information:

Tuition and fees schedule

Program requirements schedule (for IEP purposes, only the number of credits to complete a program)

Institutional housing roster

APPENDIX H: BLANK DISPLAY FORMATS

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 1

GENERAL INFORMATION

Read instructions carefully before completing. Numbered items are defined in Appendix A.

1. INSTITUTION NAME: ______________________________

2. UNIT (CAMPUS) DESCRIBED: ______________________________
Name

Street or P.O. Box ______________________________

City ______________________ State ______ Zip Code ______

3. FICE CODE OF UNIT DESCRIBED: ______________________________

4. INDIVIDUAL TO CONTACT:

Name ______________________ Title ______________________

Office Number ______________________________

Street or P.O. Box ______________________________

City ______________________ State ______ Zip Code ______

Phone ______________________________

5. TYPE OF UNIT DESCRIBED: (check highest degree offered)

_____ Associate Degree or Certificate Granting

_____ Bachelor's Degree Granting

_____ First Professional Degree Granting

_____ Master's Degree Granting

_____ Doctorate Degree Granting

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 2

GENERAL INFORMATION

Read instructions carefully before completing. Numbered items are defined in Appendix A.

6. INSTITUTIONAL STRUCTURE (check one)

_____ Single Campus Institution

_____ Main Campus Plus Branch(es) and/or Extension(s)

_____ Multicampus System

_____ Other (Please Describe) ______________________________

____

7. LEGAL IDENTITY _____ Public _____ Private _____ Other (Specify) ______________

8. PREDOMINANT CALENDAR SYSTEM (check appropriate category)

_____ Semester

_____ Trimester

_____ Quarter

_____ 4-1-4

_____ Other (Specify) ______________________

9. FISCAL YEAR ______________________ to ______________________

10. NUMBER OF MONTHS IN ACADEMIC YEAR ______________________

11. ARE THE FACULTY AT THE UNIT DESCRIBED COVERED BY A COLLECTIVE-BARGAINING AGREEMENT? _____ Yes _____ No

12. PLEASE ATTACH A BRIEF STATEMENT OF THE GOALS AND MISSIONS OF THE UNIT DESCRIBED.

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 3

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

1. Regular Session Students Enrolled in a Degree/Diploma/Certificate Program (By Term)

Student Level / Term		(A) Dates ____to____	(B) Dates ____to____	(C) Dates ____to____	(D) Dates ____to____	(E) Dates ____to____
LOWER DIVISION Minimum_______	Full-Time					
	Part-Time					
UPPER DIVISION Minimum_______	Full-Time					
	Part-Time					
FIRST PROFESSIONAL Minimum_______	Full-Time					
	Part-Time					
GRADUATE I Minimum_______	Full-Time					
	Part-Time					
GRADUATE II Minimum_______	Full-Time					
	Part-Time					
TOTALS	Full-Time					
	Part-Time					

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 4

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

2. Regular Session Students Not Enrolled in a Degree/Diploma/Certificate Program (By Term)

Student Level \ Term		(A) Dates ____to____	(B) Dates ____to____	(C) Dates ____to____	(D) Dates ____to____	(E) Dates ____to____
UNDERGRADUATE	Full-Time					
	Part-Time					
GRADUATE	Full-Time					
	Part-Time					
TOTALS	Full-Time					
	Part-Time					

Note: The totals in Column A should equal the nondegree totals in Display Format 6, Items 6, 7, and 8.

3. Special Session Enrollments

Special Sessions	Number of Students Enrolled
Dates ______ to ______	
Dates ______ to ______	
Dates ______ to ______	

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 5

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

4. Number of Degree/Diploma/Certificate Students by Student Level and Enrollment Status (Fall Term)

Enrollment Status Student Level	New Students	Undergraduate Transfer Students	Continuing Students	Readmitted Students
Lower Division				
Upper Division				
Graduate				

Note: The total number of entries in Item 4 should equal the total of Column A in Display Format 3, Item 1.

5. Geographic Origin at First Attendance (Fall Term)

Category	Total Number of Students
In-District	
In-State	
Out-of-State	

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 6

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

6. Headcount Students by Age Category (Fall Term)

Age Category	Total Number of Students		
	Degree		Nondegree
	Under-grad	Grad	
17 years and under			
18-20 years			
21-29 years			
30-49 years			
50 years and over			
Totals			

7. Headcount Students by Race (Fall Term)

Civil Rights Category	Total Number of Students		
	Degree		Nondegree
	Under-grad	Grad	
Asian American/Oriental			
Native American/ American Indian			
Negro/Black			
Spanish-Surnamed			
All Others			
Totals			

8. Headcount Students by Sex (Fall Term)

Sex	Total Number of Students		
	Degree		Nondegree
	Under-grad	Grad	
Male			
Female			
Totals			

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 7

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

9. Headcount Enrolled Students APPLYING FOR and RECEIVING Financial Aid by Family Income Category (Fall Term)

Family Income Category	Undergraduate Applicants	Undergraduate Recipients	Graduate Applicants	Graduate Recipients
$ 0 - $ 2999				
$ 3000 - $ 5999				
$ 6000 - $ 7499				
$ 7500 - $ 8999				
$ 9000 - $11999				
$12000 and over				
Not Known				
Totals				

10. Dollar Amount of Financial Aid Received

Type of Award	Undergraduate	Graduate
Scholarships and Fellowships		
Loans		
Work-Study		
Totals		

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 8

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

11. This institution does not have access to SAT or ACT scores ☐

12. SAT or ACT Quantitative Scores for New Undergraduate and Transfer Students (Fall Term)

SAT Score Intervals	Number of New Students In Each Interval
200 - 299	
300 - 399	
400 - 499	
500 - 599	
600 - 699	
700 - 800	

ACT Score Intervals	Number of New Students In Each Interval
1 - 12	
13 - 16	
17 - 22	
23 - 26	
27 - 31	
32 or above	

13. SAT or ACT Verbal Score for New Undergraduate and Transfer Students (Fall Term)

SAT Score Intervals	Number of New Students In Each Interval
200 - 299	
300 - 399	
400 - 499	
500 - 599	
600 - 699	
700 - 800	

ACT Score Intervals	Number of New Students In Each Interval
1 - 12	
13 - 16	
17 - 22	
23 - 26	
27 - 31	
32 or above	

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 9

PARTICIPANT MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter III, Section B.

14. Tuition and Fee Charges for Full-Time Students (Academic Year)

Category		Tuition	Required Fees
Undergraduate In-District			
Undergraduate In-State	Lower Division		
	Upper Division		
Undergraduate Out-of-State	Lower Division		
	Upper Division		
First Professional In-State ____________________ ____________________			
First Professional Out-of-State ____________________ ____________________			
Graduate I In-State			
Graduate I Out-of-State			
Graduate II In-State			
Graduate II Out-of-State			

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 10

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

1. Number of Instruction/Research/Public Service Personnel by Discipline, Rank, and Tenure Status (Fall Term)

(A) Discipline	(B) Code	Professor		Associate Professor		Assistant Professor		Lecturer/ Instructor		Teaching Assistant		Undesignated		Number of Persons on Tenure
		PT*	FT**	PT*	FT**	PT*	FT**	PT*	FT**	PT*	FT**	PT*	FT**	

*Part-Time
**Full-Time

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 11

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

2. Highest Degree Earned by Instruction/Research/Public Service Personnel (Fall Term)

Degree Categories	Full-Time	Part-Time
No Academic Credential		
High School Diploma or G.E.D.		
Craft or Trade School Certificate		
Professional Certificate		
Associate Degree		
Bachelor's Degree		
Professional Degree		
Master's Degree		
Doctorate		

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 12

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

3. Average Compensation for Instruction/Research/Public Service Personnel (Academic Year)

Rank	Average Compensation	
	Full-Time	Part-Time
Professor		
Associate Professor		
Assistant Professor		
Instructor/Lecturer		
Teaching/Research Associate		
Undesignated		

4. Instruction/Research/Public Service Personnel - Sex (Fall Term)

Rank	Sex	
	Male	Female
Professor		
Associate Professor		
Assistant Professor		
Instructor/Lecturer		
Teaching/Research Associate		
Undesignated		

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 13

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section A.

5. Instruction/Research/Public Service Personnel - Civil Rights Category (Fall Term)

Rank	Civil Rights Category				
	Asian American/ Oriental	Native American/ American Indian	Negro/ Black	Spanish-Surnamed	All Others
Professor					
Associate Professor					
Assistant Professor					
Instructor/Lecturer					
Teaching/Research Associate					
Undesignated					

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 14

RESOURCE MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter IV, Section B.

1. Assignable Square Feet by Room Use Categories and Program Designation (Fall Term)*

Room Use Categories / Activity Centers	100 Classroom Facilities	210 Class Lab	220 Special Class Lab	230 Indiv. Study Laboratory	250 NonClass. Laboratory	300 Office Facilities	400 Study Facilities	500 Special Use Facilities	600 General Use Facilities	700 Supporting Facilities	800 Health Care	900 Residential Facilities	000 Unclassified Facilities	Total
1.0 INSTRUCTION PROGRAM														
2.0 ORGANIZED RESEARCH														
3.0 PUBLIC SERVICE														
4.0 ACADEMIC SUPPORT														
4.1.0000* Libraries														
4.6.000* Academic Adm. & Personnel Dev.														
5.0 STUDENT SERVICES														
5.1.7200* Intercoll. Athletics														
5.5.7320* Health Services														
5.5.7330* Housing Services														
6.0 INSTITUTIONAL SUPPORT														
6.5.0000* Phys. Plant Operations														
6.6.7330* Housing Services														
7.0 INDEPENDENT OPERATIONS														
9.0** HOSPITALS														
0.0*** UNASSIGNED														
Total														

*Included in the respective activity center subtotal; not duplicated in the total.

**Appears as 4.5.1200 in the Higher Education Facilities Inventory and Classification Manual (Romney, 1972).

***Appears as 8.0 in the Higher Education Facilities Inventory and Classification Manual (Romney, 1972).

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2. The Total Number of Student Spaces Available in Institutional Housing (Fall Term): ____________

3. The Number of Students Living in Institutional Housing (Fall Term): ________________

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 15

ACTIVITY MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter V.

1. Headcount Degree/Diploma/Certificate Student Enrollment by Program and Type of Degree Sought (Fall Term)

Type of Degree Instructional Programs		(C) Certificates & Diplomas (Less than 1 year)	(D) Certificates & Diplomas (More than or equal to 1 year)	(E) Associate Degrees (2 years or more)	(F) Bachelor's Degrees	(G) First Prof. Degrees	(H) Master's Degrees	(I) Doctorate Degrees	(J) Not Elsewhere Designated
(A) CODE	(B) PROGRAM NAME								

2. Credit Course Enrollments of Nondegree/Diploma/Certificate Students (Fall Term)__________

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 16

FINANCIAL MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VI, Section A.

1. Current Funds Revenues by Source

	Unrestricted	Restricted	Total
Tuition and Fees			
Governmental Appropriations			
Federal			
State			
Local			
Governmental Grants and Contracts			
Federal			
State			
Local			
Private Gifts, Grants, and Contracts			
Endowment Income			
Sales and Services of Educational Activities			
Sales and Services of Auxiliary Enterprises			
Sales and Services of Hospitals			
Other Sources			
TOTALS			

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 17

FINANCIAL MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VI, Section B.

1. Current Funds Expenditures by Program

1.0 Instruction

1.1 General Academic Instruction ________
1.2 Occupational & Vocational Instruction ________
1.3 Special Session Instruction ________
1.4 Extension Instruction for Credit ________

2.0 Organized Research

2.1 Institutes & Research Centers ________
2.2 Individual or Project Research ________

3.0 Public Service

3.1 Community Education ________
3.2 Community Service ________
3.3 Cooperative Extension Service ________
3.4 Patient Services ________
3.5 Specialized Training Program ________

4.0 Academic Support

4.1 Libraries ________
4.2 Museums & Galleries ________
4.3 Audio/Visual Services ________
4.4 Computing Support ________
4.5 Ancillary Support (excl. Hospitals) ________
4.6 Academic Administration and Personnel Development ________
4.7 Course and Curriculum Development ________

5.0 Student Service

5.1.7100 Student Development ________
5.1.7200 Intercollegiate Athletics ________
5.2 Supplementary Educational Services ________
5.3 Counseling & Career Guidance ________
5.4 Financial Aid Administration ________
5.5 Student Support ________

6.0 Institutional Support

6.1 Executive Management ________
6.2 Fiscal Operations ________
6.3 General Administrative Services ________
6.4 Logistical Services ________
6.5 Physical Plant Operations ________
6.6 Faculty and Staff Services ________
6.7 Community Relations ________
6.9.8600 Building Rental ________
6.9.8800 Equipment Rental ________

7.0 Independent Operations ________

8.0 Student Aid

8.1 Scholarships ________
8.2 Fellowships ________

9.0 Hospitals ________

Total Current Funds Expenditures ________

Transfers out of Current Fund ________

Mandatory Transfers ________
Nonmandatory Transfers ________

Net Change in Current Funds Balance ________

TOTAL ________

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 18

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
GENERAL ACADEMIC INSTRUCTION ACTIVITY CENTERS (1.1.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Measures / Activity Centers		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K) Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 19

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
OCCUPATIONAL AND VOCATIONAL INSTRUCTIONAL ACTIVITY CENTERS (1.2.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K)Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp**	(G) SM*	(H) Comp.**				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 20

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
SPECIAL SESSION INSTRUCTION (1.3.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K)Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp**	(G) SM*	(H) Comp.**				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 21

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES

DIRECT COSTS AND UNIT DIRECT COSTS
EXTENSION (FOR CREDIT) INSTRUCTION ACTIVITY CENTERS (1.4.xxxx.xx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Costs	(K) Semester Credits Attempted	(L)= (J÷K)Cost Per Discipline Semester Credit
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 22

FINANCIAL AND RESOURCE MEASURES

DIRECT COSTS
INSTITUTES AND RESEARCH CENTERS ACTIVITY CENTER (2.1.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Measures / Activity Centers		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**		

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 23

FINANCIAL AND RESOURCE MEASURES

DIRECT COSTS
INDIVIDUAL AND PROJECT RESEARCH ACTIVITY CENTER (2.2.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**		

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 24

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES
COMMUNITY EDUCATION (3.1.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Measures Activity Centers		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs	(K) Continuing Education Units	(L) = (J ÷ K) Cost per CEU
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 25

FINANCIAL, RESOURCE, AND ACTIVITY MEASURES
SUPPLEMENTARY EDUCATION (5.2.xxxx)

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research/ Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J) Direct Costs	(K) Continuing Education Units	(L) = (J ÷ K) Cost per CEU
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**				

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 26

FINANCIAL AND RESOURCE MEASURES

DIRECT COSTS IN OTHER ACTIVITY CENTERS

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

Activity Centers / Measures		Instruction/ Research Public Service		Administrative/ Support		Other Staff		(I) Supplies and Services	(J)= (D+F+H+I) Direct Cost
(A) Code	(B) Name	(C) SM*	(D) Comp.**	(E) SM*	(F) Comp.**	(G) SM*	(H) Comp.**		

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 27

FINANCIAL AND ACTIVITY MEASURES

DIRECT COST AND UNIT DIRECT COST BY PROGRAM

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VII.

STUDENT PROGRAMS					(F) = (D ÷ E) Cost Per Program Semester Credit
(A) Code	(B) Program Name	(C) Student Level	(D) Program Costs	(E) Number of Semester Credits	

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 28

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

1. The Number of Program Completers Receiving a Degree/Diploma/Certificate (Fiscal Year)

Type of Degree Instructional Programs		Certificates & Diplomas (Less than 1 year)	Certificates & Diplomas (More than or equal to 1 year)	Associate Degrees (2 years or more)	Bachelor's Degrees	First Prof. Degrees	Master's Degrees	Doctorate Degrees	Not Elsewhere Defined	Total No. of Degrees Awarded
CODE	PROGRAM NAME									

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 29

OUTCOME MEASURES

Current Term and Year___________

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

2. The Number of Undergraduate Students in Degree/Diploma/Certificate Programs Who Have Left the Institution Prior to Completion of Their Program by Termination Status (Fall Term)

Termination Status / Student Level	Not on Clear Status		On Clear Status When Exited
	Academically Dropped or Suspended	Other	
Lower Division			
Upper Division			

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 30

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

3. The Median Number of Terms a Degree/Diploma/Certificate Program Completer Has Completed at the Institution From Initial Entry to Date of Completion (Spring Term)

New Undergrads.
Admission Status--First-Time Entrance ☐

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	N	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N	Median	N	Median

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 31

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

4. The Median Number of Calendar Months Which Have Elapsed From Initial Institutional Entry to Date of Degree/Diploma/Certificate Program Completion (Spring Term Program Completers)

New Undergrads
Admission Status--First-Time Entrance ☐

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	n	Median	n	Median	n	Median	n	Median	n	Median	n	Median	n	Median	n	Median

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 32

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

5. The Number of Degree/Diploma/Certificate Program Completers Who Currently Hold of Have Secured Full-Time Jobs as a Percentage of All Degree/Diploma/Certificate Program Completers (Spring Term Program Completers)

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NA...	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	%	No. Employed	

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 33

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

6. The Number of Degree/Diploma/Certificate Program Completers Who Currently Hold or Have Secured a Job, by Salary Level

Type of Degree Received____________________________

Salary Range / Instructional Program		ANNUAL GROSS SALARY							
		Under $4,000	$4,000 to $5,999	$6,000 to $7,999	$8,000 to $9,999	$10,000 to $11,999	$12,000 to $13,999	$14,000 to $15,999	$16,000 and Above
CODE	PROGRAM								

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 34

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

7. The Number of Degree/Diploma/Certificate Program Completers Seeking Full-Time Employment as a Percentage of All Degree/Diploma/Certificate Program Completers (Spring Term Program Completers)

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 35

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

8. The Number of Degree/Diploma/Certificate Program Completers Seeking Admission to Another Educational Program Which Will Result in a Degree, Diploma, or Certificate as a Percentage of All Degree/Diploma/Certificate Program Completers (Spring Term Program Completers)

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%	No. Seeking	%

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 36

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

9. The Number of Degree/Diploma/Certificate Program Completers Admitted to Another Educational Program Which Will Result in a Degree, Diploma, or Certificate as a Percentage of All Degree/Diploma/Certificate Program Completers Seeking Admission to Another Educational Program (Spring Term Program Completers)

Type of Degree / Instructional Programs		Certificates & Diplomas (Less than 1 year)		Certificates & Diplomas (More than or equal to 1 year)		Associate Degrees (2 years or more)		Bachelor's Degrees		First Prof. Degrees		Master's Degrees		Doctorate Degrees		Not Elsewhere Defined	
CODE	PROGRAM NAME	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%	No. Admitted	%

2841932000045100(55%):
934160000045300(45%):
1.5M:274:GD:WICHE:PP:2BA136

INFORMATION EXCHANGE PROCEDURES

DISPLAY FORMAT 37

OUTCOME MEASURES

Read instructions carefully before completing. Items are defined in Appendix A. Procedures are discussed in Chapter VIII.

10. The Responses of Degree/Diploma/Certificate Program Completers to Questionnaire Items Measuring Degree of Satisfaction with Their Educational Experience.* (Spring Term Program Completers)

Instructional Programs / Questionnaire I Item #9		A F Human Relations				G J Humanities				K O Critical Thinking				P S Vocational			
		% of Respondents by Range of Scores				% of Respondents by Range of Scores				% of Respondents by Range of Scores				% of Respondents by Range of Scores			
Code	Program Name	1-6	7-12	13-18	19-24	1-4	5-8	9-12	13-16	1-5	6-10	11-15	16-20	1-4	5-8	9-12	13-16

*Maximum points possible per item -- 4, and the minimum -- 1; e.g., the Human Relations Scale includes six items and the maximum points possible = 24.

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